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ABSTRACT

Prepared as Book Two of a focused evaluation report submitted to the North Central Association (NCA), this document describes the characteristics and activities of New Mexico State University's two-year branch campus at Carlsbad (NMSU-C) that fulfill the NCA's general institutional requirements and five criteria for accreditation. First, descriptions and supporting data are provided showing NMSU-C's fulfillment of 24 general requirements in the areas of mission, authorization, governance, faculty, educational programs, finances, and the public dissemination of information. Next, narratives are presented describing the college's fulfillment of the following five criteria: (1) a clear and publicly stated institutional purpose consistent with the institutional mission and appropriate to an institution of higher education; (2) the effective organization of human, financial, and physical resources; (3) evidence of the accomplishment of the institution's educational and other purposes; (4) evidence that the institution can continue to accomplish its purposes and strengthen its effectiveness; and (5) demonstration of integrity in institutional practices and relationships. Information on institutional progress since a 1992 NCA report is then presented as of 1995, detailing improvements made in the areas of student services, NMSU-C's library and media center, the bookstore, the operations of NMSU-C's Learning Assistance Center, and community service and continuing education programs. Six initiatives to improve academic administration are then reviewed and changes in academic programs since 1992 are highlighted. NCA Basic Institutional Data forms A through G, providing data for 1992-93 to 1994-95, are attached. (AJL)

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NEW MEXICO STATE UNIVERSITY AT CARLSBAD

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GENERAL INSTITUTIONAL REQUIREMENTS
CRITERIA
COLLEGE PROGRESS '92-'95
BOOK TWO

JC 960 637

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THE GENERAL INSTITUTIONAL REQUIREMENTS

Mission

1. **It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

   New Mexico State University at Carlsbad has a Mission Statement and a Statement of Goals and Purposes which define its educational programs and their purposes. A portion of the Mission identifies the people of southeastern New Mexico as its service population and area. The Mission Statement was formally revised during the 1993-1994 academic year and accepted by the New Mexico State Board of Regents during its December, 1994 meeting. (The full Mission and Goals Statement may be found in Appendix III.)

2. **It is a degree-granting institution.**

   The Institution is authorized to grant the following degrees and certificates:

   - Associate of Arts
   - Associate of Applied Science in:
     - Environmental Science and Technology
     - Electronics Technology
     - Welding
     - Computer Information Systems
   - Associate Degrees in:
     - Criminal Justice
     - Nursing
     - Pre-Business
     - Secretarial Administration
     - Undesignated
   - Certificates in:
     - Accounting
     - Banking
     - Data Processing/Programming
     - Microcomputer Applications
     - Paralegal
     - Practical Nursing
     - Secretarial Administration
       - Bookkeeping
       - Office Secretary
       - Word Processing
       - Medical Records Transcription
     - Stainless Steel Welding
     - Welding Trades

In addition, NMSU-Carlsbad offers courses which are applicable to the following fields of study.

Fields of Study	Title of Certificate and Emphasis	Title of Associate Degree and Emphasis
Agriculture, Pre-	none awarded	Associate of Arts in Pre-Agriculture
Architecture, Pre-	none awarded	Associate of Arts in Pre-Architecture
Business, Pre-	Accounting Certificate Banking Certificate	Associate in Pre-Business
Chiropractic Arts, Pre-	none awarded	Associate of Arts in Pre-Chiropractic Arts
Computer Science	Data Processing/ Programming Certificate Microcomputer Applications Certificate	Associate of Applied Science in Computer Science: Computer Information Systems Associate of Applied Science in Computer Science: Management Information Systems
Criminal Justice	none awarded	Associate in Criminal Justice
Dentistry, Pre-	none awarded	Associate of Arts in Pre-Dentistry
Education	none awarded	Associate of Arts in Pre-Elementary Education Associate of Arts in Pre-Secondary Education
Electronics Technology	none awarded	Associate of Applied Science in Electronics Technology
Engineering, Pre-	none awarded	Associate of Arts in Pre-Engineering

Fields of Study	Title of Certificate and Emphasis	Title of Associate Degree and Emphasis
Environmental Science and Technology	none awarded	Associate of Applied Science in Environmental Science and Technology
Health Studies, Pre-	none awarded	Associate of Arts in Pre-Health and Sciences
Law, Pre-	Paralegal Certificate	Associate of Arts in Pre-Law
Mathematics	none awarded	Associate of Arts in Mathematics
Medical Technology, Pre-	none awarded	none awarded
Medicine, Pre-	none awarded	Associate of Arts in Pre-Medicine
Nursing	Practical Nursing Certificate	Associate in Nursing
Occupational Therapy, Pre-	none awarded	Associate of Arts in Pre-Occupational Therapy
Pharmacy, Pre-	none awarded	Associate of Arts in Pre-Pharmacy
Physical Therapy, Pre-	none awarded	Associate of Arts in Pre-Physical Therapy
Radiologic Technology	none awarded	none awarded
Secretarial Administration	Bookkeeping Certificate Office Secretary Certificate Medical Records Certificate Word Processing Certificate	Associate in Secretarial Administration
Social Work, Pre-	none awarded	Associate of Arts in Pre-Social Work
Undesignated	none awarded	Associate - Undesignated
Veterinary Medicine, Pre-	none awarded	Associate of Arts in Pre-Veterinary Medicine
Welding	Stainless Steel Welding Certificate Welding Trades Certificate	Associate of Applied Science in Welding Technology

Authorization

3. **It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education whenever it conducts its activities.**

   The Institution holds authority from the State of New Mexico to exist and to grant degrees as documented in the State's *Branch Community College Act* (NMSA, 1978, Sections 21-14-1 to 21-14-14) and, the *Laws of New Mexico* (Chapter 4, Section 21-13-18, 1987). This documentation is located in the Office of the Associate Provost for Instruction and will be available for program evaluators on site in the resource room.

4. **It has legal documents to confirm its status; not-for-profit; for-profit, public.**

   The Institution is a public institution, and holds documentation verifying its status. The Federal tax identification number is: 85-6000401; NM State tax identification number is: 01-507-888-004. (Documents confirming status are on file in the Business Office at the Institution and will be available for program evaluators on site in the resource room).

Governance

5. **It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

   The Board of Regents of New Mexico State University is the governing board of New Mexico State University at Carlsbad through an agreement between the Carlsbad School District and the local advisory board. The Institution holds documentation verifying the role and status of the governing board. (Documents confirming status are on file in the Business Office at the Institution and will be available for program evaluators on site in the resource room).

6. **Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

   The membership of the Board of Regents consists of public members, appointed by the Governor and confirmed by the State Legislature, in accordance with laws of the State of New Mexico. One of the Board's primary responsibilities is to ensure institutional integrity.

A list of the membership of the Board of Regents and the local Advisory Board is located in the Office of the Associate Provost for Instruction and will be available for program evaluators on site in the resource room).

7. **It has an executive officer designated by the governing board to provide administrative leadership for the institution.**

The Provost of the college is designated by the NMSU Board of Regents as the chief executive officer of NMSU-Carlsbad.

8. **Its governing board authorizes the institution's affiliation with the Commission.**

Documentation of board action which approves NMSU-Carlsbad's independent affiliation with the North Central Association of Schools and Colleges is on file in the Business Office at the Institution and will be available for program evaluators on site in the resource room).

Faculty

9. **It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

The degrees offered by NMSU-Carlsbad are at the associate degree level. Of thirty full-time tenure track faculty and five non-tenure track full-time college instructors, twenty-three have earned master's degrees from accredited institutions of higher learning; six have earned doctoral degrees in their specific area(s) of expertise. College instructors (part-time faculty) have formal education, often with preparation at the master's level, in the discipline in which they teach, in order to be approved to teach specific courses in appropriate discipline(s). Personnel files, including evidence of academic preparation and work-related experiences for each faculty member are located in the Office of the Associate Provost for Instruction and will be available for program evaluators on site in the resource room.

10. **A sufficient number of the faculty are full-time employees of the institution.**

In the Spring of 1995, twenty-five full-time tenure track faculty, and five full-time non-tenure track faculty are employed by the College. Fifty-five different college instructors were hired during the 1994-1995 academic year

to teach collectively a course load of 372 semester credits equivalent to a full workload of 12.4 FTE faculty (i.e., based on a normal load of 15 credits/semester for each FTE faculty). Full-time faculty serve as mentors to part-time faculty and assist them with the implementation of the various programs and courses offered by the college.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Several aspects of evaluation of educational programs occur within the newly developed cluster system. This includes program review, as well as, the development of plans for assessing student's achievement of graduate outcomes and the coordination of advising responsibilities. All members of the faculty are solely responsible for course development including syllabi, selection of textbooks, evaluating courses, and selecting or creating tools for student evaluation of faculty. Course scheduling is totally at the discretion of the Carlsbad Branch. In addition, all full-time faculty serve as members of the various committees of the college governance system.

Educational Programs

12. It confers degrees.

The college confers the following degrees and certificates:

Associate of Arts
Associate of Applied Science in:
- Environmental Science and Technology
- Electronics Technology
- Welding
- Computer Information Systems

Associate Degrees in:
- Criminal Justice
- Nursing
- Pre-Business
- Secretarial Administration
- Undesignated

Certificates in:
- Accounting
- Banking
- Data Processing/Programming
- Microcomputer Applications
- Paralegal
- Practical Nursing
- Secretarial Administration

Bookkeeping
Office Secretary
Word Processing
Medical Records Transcription
Stainless Steel Welding
Welding Trades

13. **It has degree programs in operation, with students enrolled in them.**

Each of the programs of the College have active enrollments. Enrollment figures by program and general studies are on file in the Office of the Assistant Provost for Student Services and will be available on site in the resource for program evaluators.

14. **Its degree programs are compatible with the institution's Mission and are based on recognized fields of study at the higher educational level.**

The Mission Statement and Statement of Goals/Purposes identify the programs offered by the college. The Mission Statement refers to meeting the higher education needs of the people of southeastern New Mexico.

The Goal Statements include:

> "Providing technical and vocational, certificate and associate degree programs that meet specific occupational needs of the community."
>
> "Maintain transferability of credits to other educational institutions."

15. **Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.**

The Institution follows commonly accepted practices in naming its degrees, and utilizes the CIP codes when appropriate. It has articulated degree programs with Las Cruces's baccalaureate programs and utilizes common course rubric and degree nomenclature. In addition, its vocational programs meet the criteria of and are approved by the State Vocational Department of Education. The length and content of the programs meet Criteria and Standards supported by NCA. The Associate Degree Nursing Program is accredited by the National League for Nursing and is approved by the New Mexico State Board of Nursing.

16. **Its undergraduate degree programs include a coherent general education requirement consistent with the**

institution's Mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

Each of the associate degree offerings has a general education component requirement consisting of a minimum of 24 semester credits for the associate of arts and designated associate degrees, and a minimum of 16 semester credits in human relations courses for the associate of applied science degree. The total number of hours vary by degree. In addition to fulfilling the requirements for graduation, these courses assist the student in accomplishing the graduate outcomes.

A minimum of 16 semester credits in liberal arts fulfills the general education requirements of most associate degrees transferring to the Las Cruces campus. This facilitates transfer for those students pursuing higher degrees.

The Institution has developed a general education component that reflects a commitment to a well-rounded academic base for degree-seeking students. Included among these components are courses in communication, humanities, natural science, mathematics, behavioral and social sciences and computer/ information literacy. The general education courses assist the Institution in accomplishing its mission of providing programs which cultivate an appreciation of cultural diversity, the worth of the individual and social responsibility. The courses also foster a spirit of open inquiry, expression and responsible citizenship in accordance with democratic ideals.

17. **It has admission policies and practices that are consistent with the institution's mission and appropriate to the its educational programs.**

The Institution's admission policies and practices are consistent with the Mission, and appropriate to its educational programs. Documentation of these policies and practices are located in the Office of the Assistant Provost for Student Services, are published in the catalog, and will be available on site in the resourse room for program evaluators.

18. **It provides its students access to those learning resources and support services requisite for its degree programs.**

One of the Goal/Purpose Statements of the Institution is to provide developmental education to prepare academically under-prepared and disadvantaged students

for success in traditional college courses. A full developmental curriculum is available to prepare students for success in regular academic courses. In other sections of this report, the developmental curriculum, placement testing and follow-up is described in detail.

The Institution provides library resources and support to the academic programs; laboratories and shops for the vocational-technical programs are modern and up to date. In the near future, all offices will be linked to Internet and other electronic data bases.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The college has an external financial audit every two years by an appropriate external agency. Documentation of the findings of recent audits are available in the Office of the Assistant Provost for Business and will be available on site in the resource room for program evaluators.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The annual audited financial statements of the Institution provide data which demonstrate the amount spent on instruction, and the total education and general expenditures. The "Statement of Current Unrestricted Funds, Revenues, Expenditures, and Other Changes" provides this information. The "Statement" is on file in the Office of the Assistant Provost for Business and will be available on site in the resource room for program evaluators.

21. Its financial practices, records and reports demonstrate fiscal viability.

The college funds its educational programs. It also has a reserve to maintain the support of these programs. Budget information is on file in the Office of the Assistant Provost for Business and will be available on site in the resource room for program evaluators.

Public Information

22. Its catalog or other official documents includes its Mission statement along with accurate descriptions of

- **its educational programs and degree requirements**
- **its learning resources**
- **its admissions policies and practices**
- **its academic and non-academic policies and procedures directly affecting students**
- **its changes and refund policies; and**
- **the academic credentials of its faculty and administrators**

The catalog contains descriptions of each. The semesterly schedules also include all information for students to enroll and withdraw from the Institution.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

The Institution's status regarding accreditation and affiliation with other accrediting bodies is documented. Documentation with other accrediting bodies is on file in the Program Director's Offices and in the Office of the Associate Provost for Instruction and will be availabe on site in the resource room for program evaluators.

24. It makes available upon request information that accurately describes its financial condition.

Financial statements containing information that describes the Institution's financial condition are available upon request. The statements are presented annually to the college's advisory board. Financial statements are on file in the Office of the Assistant Provost for Business and will be available on site in the resource room for program evaluators.

Criterion One

The institution has clear and publicly stated purposes consistent with its Mission and appropriate to an institution of higher education.

Realizing that an institution functions most effectively within a strong framework of Mission and Goals, New Mexico State University-Carlsbad has established a broad Mission Statement which it publishes in its catalogs. From this Statement has been drawn more specific Goals/Purposes Statements. These documents are revisited on a recurrent basis, and most recently were revised in the Fall of 1993. These actions are taken to ensure that the institutional programs reflect the Mission and that the Mission grows to meet the changing needs of the institution and its constituencies.

New Mexico State University at Carlsbad's new Mission Statement, as approved by NMSU's Board of Regents in December of 1994, can be found in Appendix III. The Regents also approved the revised Goals and Purpose Statements expressed as a means of accomplishing the campus' Mission.

From this Mission Statement, NMSU-C has established graduate outcomes which will be achieved by each student who receives a degree from NMSU-C (see Appendix X). As a part of an ongoing effort to assure the quality of the education provided to students enrolled at NMSU-Carlsbad, the faculty has instituted a comprehensive assessment program designed to measure students' initial academic preparation for college-level coursework and to continue measuring their academic achievement and continual progress toward demonstration of the knowledge, competencies, and skills prescribed by the college's general graduate outcomes. The assessment program conforms to the standards established by New Mexico State University, by the State of New Mexico Department of Education's Vocational-Education Board and the North Central Association of Schools and Colleges.

In 1994, faculty of NMSU-Carlsbad defined what competencies, skills, and values a learned graduate of any of the campus' associate-level programs should possess as a consequence of completing all degree requirements satisfactorily; some of those same qualities were also identified for the graduates of selected certificate programs offered by NMSU-Carlsbad. All graduates of NMSU-Carlsbad's associate programs and selected certificate programs shall be assessed for their acquisition and satisfactory demonstration of knowledge, literacy, competencies, and skills in the various dimensions of cognitive, expressive, and creative learning.

All syllabi provided by the faculty and college instructors of NMSU-Carlsbad will contain reference to anticipated student learning outcomes as a consequence of completing each course satisfactorily (see Appendix VIII.) Each syllabus also contains reference to specific general graduation outcomes which will be taught, emphasized, and reinforced, and to what degree students must demonstrate the acquisition and application of specific knowledge, competencies, and skills during the delivery of a specific course.

Using the Mission as the foundation, the College as a whole and each program area individually will have established vision statements for the Year 2000 (see Appendix XI). The statements are displayed throughout the buildings, while program statements are displayed in appropriate areas. These vision statements have been formulated by viewing the history of the College and individual programs, studying trends, and acknowledging outside forces which present limitations, needs, and opportunities. These statements will be used as a basis for long-range planning in areas including budget, facilities, staffing, and recruiting.

In addition, each year, initiatives are devised to offer a plan for the Institution as a whole to use as a guideline for growth and direction. These initiatives support the Mission Statement and insure that the Institution fulfills its Mission.

Realizing that NMSU-Carlsbad is a community college, vocational programs that grow directly from local needs and that have a direct impact on the community utilize advisory groups. Each cluster will utilize an advisory group in order to keep faculty and staff current with emerging trends in technology and industry. These groups review and make suggestions concerning program outcomes, vision statements, and initiatives so that each program is consistent with the college-wide Mission and each program also acts to keep that statement viable and responsive to community needs.

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

New Mexico State University at Carlsbad is authorized by the State Commission on Higher Education to award associate degrees and certificates. As a branch community college under the auspices of New Mexico State University, degrees are awarded under the authority of the Board of Regents. Procedurally, academic records of students who apply for graduation are evaluated for degree completion by NMSU-C's Student Services. Those approved are forwarded to NMSU-Las Cruces for verification and processing by an appropriate academic department.

New Mexico State University at Carlsbad is governed by the Board of Regents of New Mexico State University, as stipulated in the operating agreement between New Mexico State University and the Carlsbad Municipal Schools District. The Carlsbad Municipal School District is governed by the elected Carlsbad Municipal School Board, which serves as the NMSU-Carlsbad Advisory Board (See Appendix IX). The legal responsibility for the University resides with the autonomous Board of Regents appointed by the Governor of the State and approved by the State Senate. The Board delegates authority for the management of the Institution to the president.

New Mexico State University at Carlsbad is administered by the campus provost under the cognizance of the Dean of the College of Human and Community Services and the Chief Academic Officer of the University. They, in turn, report through the Executive Vice President and President to the Board of Regents (See Appendix XII for Organizational Charts). The Office of the Executive Vice-President maintains and distributes the *Administrative Policies and Procedures Manual* which contains the current approved policies and procedures of the governing Board of Regents.

The current administrative personnel of New Mexico State University at Carlsbad meet or exceed the qualification and experience requirements of their respective job descriptions and titles, which have been approved by the University Personnel Department in accordance to the policies and procedures of the University Board of Regents. Documentation will be on file on the campus for inspection by the NCA visitation team.

A number of documents, procedures, and organizations ensure that dependable information finds its way to the Institution's many constituencies. An annual report by the Provost to the President gives a status of college affairs to University administration and the Board of Regents, as well as many other interested parties. The college administration meets with the Advisory Board in a public session at least twice per academic year for official business and reports on the status of various activities and initiatives. The curriculum advisory committees of the college interact with faculty and administrators to provide expert advice on curriculum and college practices. The internal college governance system is structured to provide input from all constituencies of the college into every facet of the college's operations (see Appendix V.)

All tenure-track faculty and non-tenure college instructors (*i.e.*, adjunct) are recruited, hired, assigned classes, and evaluated for continued employment on the basis of their academic preparation, related experiences in the discipline and workplace, their teaching strengths, and their interest in teaching students enrolled in lower-division courses at a community college. All faculty and college instructors hired to teach college-level, credit-bearing courses at NMSU-Carlsbad must possess an earned masters degree, or higher, in the discipline in which they will teach. Exceptions are made, on an extremely limited basis, for those faculty and college instructors who will be assigned to teach remedial courses at the non-college level, or who may instruct courses leading to a certificate or associate of applied science in a vocational-technical field.

All tenure-track faculty are recruited nationally by the faculty of NMSU-Carlsbad, and are eligible for tenure and promotion as members of the faculty at NMSU-Carlsbad. All college instructors (*i.e.*, adjunct) are assigned individual courses to teach at NMSU-Carlsbad, are recommended by the faculty of the Carlsbad campus, and are approved by the faculty of the appropriate academic units of the Las Cruces campus.

Currently, six of the campus' thirty full-time faculty and college instructors hold doctorates in the disciplines in which they teach, twenty-four hold masters degrees, and one holds a baccalaureate degree. Some faculty hold double masters degrees, and several, including the faculty member who holds the baccalaureate, are currently enrolled in graduate and post-graduate studies in pursuit of enhanced training and higher degrees. Personnel files will be available for inspection by the visitation team.

NMSU-C has consistently offered courses of study that have met the needs of the local constituents. For the past three years, the campus has cancelled, on an average, less than 10% of its courses and/or sections each semester due to low enrollment. Vocational programs at the campus have maintained viable enrollments in entry level class work and have an adequate number of students as declared majors to support the programs.

The campus has designed a system and network of services which include Adult Basic Education, Learning Assistance Center, Career Development Center, Higher Education and Life Planning Center to assist students in their transition into college classes. The campus provides a wide array of instructional support for students in the form of developmental classes, tutoring services, computer labs and library services. Internal processes are also in place to ensure due process for students, as evidenced by student's use of the academic appeals procedure and grievance procedure.

A report is prepared annually for the New Mexico Commission of Higher Education addressing the issue of square footage allotted for instructional and other uses. According to the most recent report submitted by the Assistant Provost for Business Affairs, the following square footage is reported:

Instructional Building	12,950 sq. feet
Main Building	69,650 sq. feet
Total	82,600 sq. feet

A total of 52,679 square feet is allotted to instruction. Detailed breakdown of square footage is available in documents stored on the campus. Those documents will be available for inspection by the NCA visitation team.

NMSU-C has an emergency evacuation procedure which is distributed annually to faculty and staff. Also, maps indicating exits, fire alarms, and fire extinguishers are located in classrooms. First aid kits are located in the following areas: biology lab, chemistry lab, electronics, welding, nursing and the business office.

A person has been hired to answer the switchboard and locate students for emergency situations. He is located in the business office until 10 p.m., Mondays through Thursdays and, Saturday mornings.

In July 1994, five handicapped door openers were installed and three more were installed during December. Braille signs indicating classrooms, exits, elevators, stairs and restrooms were installed during August of 1994. Concrete has been replaced at the main entry and by the north door on the lower

floor of the main building. Also, a sidewalk has been placed between the instructional building and the main building to provide a handicapped accessible exit route during emergency situations.

In addition, on a yearly basis, a *Campus Security Bulletin* has been published in accordance with federal requirements. This Bulletin, which publishes crime statistics for the campus and emphasizes safety procedures on-campus, is distributed to all faculty, staff and students by mail and in the orientation process.

Academic resources and equipment, including computers, office equipment, audio visual equipment, shop and vocational equipment are adequate to support the Institution's purposes. Detailed inventory lists are stored on the campus and will be available for inspection by the NCA visitation team.

Computer Science faculty, the library staff, vocational and technical faculty, and other individuals, as appropriate, are developing a detailed projection of equipment needs for the next several years. These projections will provide a guide for maintaining adequate academic resources and equipment to support the Institution's purposes.

Financial expenditures indicate a commitment to provide both the environment and the human resources necessary for effective teaching and learning. The New Mexico system of higher education funding is largely based on FTEs. The budget cycle for institutions of higher learning in New Mexico provides funding based on an institution's FTEs for the academic year two years previous (*e.g.* the 1994-95 appropriation is based on FTEs generated during the 1992-93 academic year). This system allows the Institution to do realistic budgeting based on solid financial data. Audited financial statements are stored on the campus and will be available for inspection by the NCA visitation team.

The administrative structure of NMSU-Carlsbad allows for sound management of financial resources to maximize the Institution's capability to meet its purposes. The Assistant Provost for Business Affairs maintains thorough records indicating expenditures. Audited financial statements and other appropriate documentation are stored on the campus. These documents will be available for inspection by the NCA visitation team.

Criterion Three

The institution is accomplishing its educational and other purposes.

In addressing the Institution's accomplishments of its purposes for the past three years, the *Self Study* will address each of the revised Goals/Purpose Statements.

Promote and maintain open and productive interaction with academic and administrative departments of NMSU in order to achieve constant quality improvements in our services to students and employees.

The many academic and administrative departments of NMSU and its branches strive to promote and maintain productive relationships that benefit our students and employees. Communication with the various services and academic areas includes contact with faculty members teaching in similar disciplines, weekly bulletins and publications and faculty representation to the full faculty senate. Each semester, the Dean of the College of Human and Community Services is also present on campus to ascertain the needs or concerns of faculty and staff.

On a rotating basis, the NMSU Board of Regents holds its meeting on the campuses of the various campuses of NMSU. During the Fall of 1994, the Regents met on the Carlsbad campus.

New full-time faculty members attend a general new faculty orientation session on the Las Cruces campus in the Fall of each academic year. Through a payment agreement, the Carlsbad campus is able to utilize the various service departments from the Las Cruces campus. Representatives from employee services have also been on campus to provide employees with necessary updates regarding new health plans, new benefits, affirmative action, etc. Under the health plan agreement employees on the Carlsbad campus were able to receives free flu vaccinations for themselves and reduced fee flu vaccines for their family members.

The faculty on the branch campus also participates in the Donald C. Roush Award, NMSU's recognition of teaching excellence. Annually, a member of the Carlsbad faculty is named as one of the recipients of this award. The winner has the honor of attending the NISOD (National Institute for Staff and Organizational Development) conference held each May in Austin.

Prepare students to become good citizens, earn a living and contribute to the quality of life in a complex global society by offering courses and programs which:

- **Encourage enrollment of students from a diversity of cultures.**
- **Maintain transferability of credits to other educational institutions.**
- **Provide technical and vocational, certificate and associate degree programs that meet specific occupational needs of the community.**
- **Provide non-credit courses in a wide variety of areas for personal enrichment, socialization with friends and development of hobbies and practical skills.**
- **Provide education and training for local business clientele.**
- **Provide developmental education to prepare academically under prepared and disadvantaged students for success in traditional college classes.**

Over the past two years, student enrollment has demonstrated the following breakdown in regard to ethnicity:

66% White Non-Hispanic
28% Hispanic
6% Other minority, non-Hispanic

In addition, the college is taking part in the New Mexico Alliance for Minority Participation program, funded by the National Science Foundation. It is the goal of the Foundation to generate a massive increase in the number of minority students earning baccalaureate degrees in math, science or engineering.

An average of twelve percent of the students from NMSU-C transfer to neighboring four year institutions. Faculty teaching in the general education studies maintain open communication with their counterparts in other institutions, especially NMSU-Las Cruces and the College of the Southwest in Hobbs. This open communication provides a format for maintaining credit transferability. In addition, the accreditation of the nursing program by the National League for Nursing facilitates student transfer to BSN completion programs and is essential, should the student decide on a military career.

The technical/vocational programs offered at NMSU-C include:

Electronics Technology
Environmental Science and Technology
Nursing
Secretarial Administration
Welding.

Each of these programs maintains viability in regard to enrollment numbers and graduates. Students from the welding trades program have been successful at national competitions and represent the college well in local and State events. In the 1993-94 and 1994-95 academic years, a nursing student has been selected as the State representative for the Fuld Fellowship, a nationally renowned organization.

Through its non-credit courses students may pursue their specialized interest in an informal atmosphere. These courses are designed to stimulate and satisfy the various intellectual, cultural, vocational, and personal enrichment aspects of our community. The community courses also provide for the educational enrichment of children and young people with offerings such as judo, golf, science camp, and art. Numbers of course offerings and enrollment have continued to increase over the past two years. In the Fall of 1994, the Elderhostel program was added to the community service genre with implementation beginning in January of 1995.

The college has been active in providing education and training for local businesses. This is especially true in the area of computer science and secretarial skills. Information gained from a community survey has provided the basis for the development of specific credit and non-credit course offerings related to educational needs.

To promote an ongoing partnership between the College and other organizations, cooperative programs are sponsored with business, government and local school systems. Classes for professionals in small business are offered in conjunction with the Small Business Development Center. The purpose of the Center is to promote local economic development by improving the efficiency and profitability of existing businesses and encouraging and assisting with the formation of new businesses. In addition the college offers seminars and workshops for updating skills for secretaries in the areas of time management, career success and personal development.

Developmental skills offerings in English, math and reading are available to students who may need to improve their skills prior to enrolling in regular college-level courses or degree programs. Such coursework is often recommended, based on testing, for those students who need improvement in some

identified basic skill area. The purpose of the developmental program is to ensure that each student attending NMSU-C can experience academic success.

Serve as a community and cultural center by:

Promoting knowledge and appreciation of this community's ethnic and cultural diversity, as well as its place in the global community.

Contributing to the cultural activities of the community by sharing the resources of the institution, and by acquiring and promoting culturally diverse population.

Providing training and opportunities for participation in and appreciation of a variety of creative arts.

The college continues to offer courses in art, music and theater. Each year, students from the community theater class along with local Thespians, present a production of contemporary plays or other works. The college also supports a group of community singers comprised of students, faculty and community vocalists. This group performs at various community gatherings, provides a Christmas performance for students and the community, and provides special music at commencement. Each semester, the art classes present a college-wide art show displaying student and community pieces. Through the history program, students may participate in history field trips which provide them with the opportunity to visit several regional historic sites and to develop a greater appreciation of our own cultural diversity.

The college faculty regularly make application to and receive grants from the New Mexico Endowment for the Humanities (NMEH) to bring humanities programming to the community. Film series have been particularly well-received. One faculty member is a member of the NMEH Speakers Bureau and frequently travels throughout the State promoting NMSU-C as an Institution with strong ties to the humanities.

The faculty also serve on various community boards. For example, one is a member of the Carlsbad Museum Board and Vice-President of the local Historical Society. Through these roles, faculty are able to promote the college as a community resource for cultural considerations.

In complying with a recent State-wide mandate, global studies have been added to the college curriculum. A new full-time faculty member has been employed to develop and teach in this area. He is prepared at the doctoral level and has knowledge and experience on an international scale.

Lastly, realizing the need to enhance the students' appreciation of diverse cultures, the faculty included a statement in the graduate outcomes reflective of this appreciation.

Provide services that support the educational, personal and professional development of each student.

Because a portion of the overall Mission of NMSU-C is to provide access to quality post-secondary education to the people of southeastern New Mexico, the college maintains an active and supportive student services program. It includes the Learning Assistance Center, student admissions, registration and records, financial aid, academic advisement, counseling, job placement and career development, student government, and Veteran's assistance. This past year, the student services area has developed plans for a *Student Success Model* which involves identification of student intent, advisement, semester by semester contact, non-returner contact, and graduate and alumni follow-up.

Several clubs and organizations on campus share a goal to foster the personal and professional development of students. Clubs represented include Student Senate, Phi Theta Kappa, Alpha Phi Omega, Student Nurses' Association, Secretarial and Computer Science, and the Baptist Student Union. Budgeted monies are available for these groups from the student senate. Academic achievement is also recognized through a Dean's List, *Who's Who in American Junior and Community Colleges*, Academic All-American identification and induction into Phi Theta Kappa. Faculty and students have attended the National Phi Theta Kappa convention the last two years.

Enhance and promote active partnerships in the economic development and vitality of the community.

The college has been active in seeking partnerships in the community. The most recent of these is the relationship between the welding program and one of the city's major industries, for the purpose of developing an advanced manufacturing center and instructional facilities.

Nursing faculty work as consultants to local health facilities to supply in-service training, act as "mock" inspectors, and present continuing education programs.

The college is also represented in various service organizations, including the Carlsbad Rotary. The Provost serves on the Board of the Guadalupe Medical Center. The Associate Provost for Instruction, as well as selected staff, faculty, and students represent the College at Carlsbad's *Desert High* Wellness Programs. The new faculty recruited to

implement international programs is also actively working with the Carlsbad Department of Economic Development to provide global expansion in the local economy.

Continue the assessment and evaluation of existing programs and make adjustments when and where necessary to ensure continual quality improvements.

Assess, plan, implement and evaluate the development of new programs.

In the Spring of 1993, a commitment was made to revisit the vision and Goal/Purposes Statements of the Institution (see Appendix III). This commitment was part of a broader goal of the college community to create a comprehensive vision for the Year 2000. Within that vision, in the Spring of 1994, the college faculty accepted six initiative statements which were related to the new Mission and would help mold this vision throughout the campus (see Appendix VI).

With the increasing emphasis on institutional assessment, and a special focus on student academic achievement from both NCA and the New Mexico Commission for Higher Education, a plan needed to be developed which would incorporate the vision and initiative statements and reflect those activities currently in use. In addition, new assessment activities would need to be developed. The academic area was a logical place to begin.

The faculty met on several consecutive Fridays during the Fall of 1993 and the Spring of 1994, to review and accept the newly restructured Mission and Goal/Purposes Statements. They then began discussion of the knowledge, skills, and abilities of associate degree graduates of NMSU-C. From that platform the present graduate outcomes and their defining characteristics emerged (see Appendix X.)

In an effort to improve student advising and tracking, and to coordinate course offerings and classroom usage, academic programs on campus were divided into a *cluster* structure. This would also facilitate implementation of a time table for program review.

As plans were made for the upcoming visit from NCA, several new committees were formed. One of these was a sub-committee of the self-study planning committee whose focus would be on assessment. It was the task of the committee to develop a college wide plan for institutional assessment. The beginning portion of the plan would reflect student academic achievement. The methodology would be one of documenting student achievement of the graduate outcomes. A time line was created which outlined the dates for selected programs of the Institution to begin a plan for documenting methods by which

graduates from their program had achieved the graduate outcomes. The subcommittee also revised the program review tool to reflect the vision, initiatives and Mission Statement.

Each cluster began to develop a cluster model and plan in the Fall of 1994. Other programs would be added by each cluster in subsequent years. Since a program within the Allied Health cluster was scheduled for its own accreditation visit in the Spring of 1995, it was able to begin collecting data from its pre-existing plan. The plan would identify general education or program specific courses assist the students in meeting graduate outcomes. Courses were identified as either teaching, emphasizing, or reinforcing the defining characteristics.

The assessment committee would utilize data which the college had previously and continuously collected and would add other pieces as new questions emerged and were answered. Examples of available data included:

- Enrollment status
- Gender
- Ethnicity
- Primary academic goal(s)
- Non-academic reasons for attending
- Family structure
- Receipt of social assistance or financial aid
- Family income
- High school diploma/GED
- First time family member in college
- Length of time since last academic experience
- Program/major
- Continuing/transfer
- In-district/out-of-district residence
- Previous college experience
- Physically, academically or economically disadvantaged
- English as a second language
- Employed while attending
- ACT scores (if available)

The student academic achievement plan will have three levels of assessment, including: specific courses, programs, and the institution as a whole.

A major portion of any degree or certificate program is the general education component. These courses assist the student in meeting graduate outcomes and provide the foundation for success in the core classes within the various programs. Courses within the general education component also are utilized by students whose goal is transferring to other institutions of higher education. Tracking of student success in junior and senior level courses is important feedback for instructors at NMSU-C. Due to the lack of any formal

computerized linking between the institutions of higher education in New Mexico, this data is often the most difficult to obtain.

The complete assessment of the student academic achievement plan is submitted in a separate document.

Recruit competent personnel at all levels who will work both independently and in teams to achieve the goals of the college.

Since the previous visit, three new faculty positions have been created. The need for these positions was identified from the faculty as a portion of the program review process. Faculty, both full and part-time, played a vital role in the interview and selection process. Additional administrative staff have also been established in the areas of the Learning Assistance Center and Community Service. Each of these new positions was created with the goals of the college in mind. For example, the hiring of a full-time faculty member to head the criminal justice program provides much needed continuity in that area. The hiring of a global studies faculty member enhances students' and other faculty and staff awareness of issues on an international scale. One of the new English faculty possesses theater, drama and journalism experience for an interdisciplinary approach to the fine and communication arts.

Provide an environment that emphasizes and encourages the worth and development of all employees to achieve their full potential, promoting a work place that is productive and fulfilling.

Within the past two years, additional avenues have emerged that encourage all employees to participate in professional development. Many members of the administration, faculty and the classified staff have attended both in-state and out-of-state seminars relative to their own particular areas of need. Several such seminars have been hosted and held on this campus.

The college is now a participant in *Desert High*, a corporate and community approach to wellness. New courses in wellness have also been added to the curriculum and semester schedules, and are open to staff without charge, as their one allotted free course each semester. All staff also have access to a local fitness center and the high school natatorium and its programs at discounted rates.

Additional endeavors aimed toward faculty success include the adoption of a resolution on sabbaticals for full-time faculty. It states that the full-time faculty of New Mexico State

University-Carlsbad fully endorse the concept of Sabbatical Leave as a viable tool for faculty renewal and development. It encourages and promotes the concept as an important component of faculty development.

Criterion Four

The Institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Current Resource Base (a):

Physical and Financial Base

New Mexico State University at Carlsbad was established in 1950 as the State's first community college and was named the Carlsbad Instructional Center. Ten years later, the Center was renamed as a branch campus of New Mexico State University. The first phase of the present campus was completed in 1981, at a cost of 4.9 million dollars; approximately 70% of the cost was provided by a local bond issue. The General Instructional Building was completed in 1988. Construction of a new Instructional Building with an Electronics Technology Program area and Computer Center will begin in the Spring of 1995. The sustained commitment of the people of Carlsbad in supporting NMSU at Carlsbad is evidenced by general obligation bonds and a continuing one mill levy. Throughout its history, the campus has been responsive to the changing academic needs of the region and the immediate Carlsbad community, and it has offered courses that transfer directly to the University's Las Cruces campus so that students may continue their education with little, if any, interruption in their academic progress towards graduation at the baccalaureate level.

As a land grant institution, funding is provided by a "formula" system. The annual budget is based on the FTE enrollment of the second year preceding the current year. The annual enrollment has increased by 38% over the past 10 years. Although current enrollment is down by 3%, since Fall 1990, enrollments have increased from 1077 to 1203 in 1994, a 12% increase over a 5 year period. The projections cited by the Campus Architect Committee predict continued growth in the Campus and the community of Carlsbad at large. (See *NMSU at Carlsbad Architect Committee Report*, July, 1993.)

In 1991, a five-year plan was drafted which outlined equipment needs, space utilization, faculty and staff development and affirmative action, with a fiscal focus.

A new five-year plan was developed in the Summer of 1994 with revised data and projections. The plan includes statements on the Mission, the planning process, updated goals and objectives, new initiatives in teaching, research and service, program review/revision and deletion of programs, enrollment management and outcomes assessment. With the reorganization of the governance structure, planning is an integral part of

institutional assessment, planning and budgeting. The details of this planning document are consistent with the planning process as described in this chapter. (For more information see *Five-Year Plan*, Summer, 1994, available on site.)

In concert with a revision of the college's Mission and Goals\Purposes, the NMSU at Carlsbad Architect Committee met on a continuing basis in the Spring and Summer of 1993 to gather input from students, staff, faculty and the community concerning the future development of the campus. On July 15, 1993, Durham and Associates submitted a report summarizing future changes in the NMSU at Carlsbad campus. This document serves as a major component of long-range planning for facilities on campus. Changes cited in that report include:

1. floor plans for the new Electronics Technology Program area and Computer Center,
2. expansion of the Student Services Area,
3. relocation of the Bookstore,
4. the addition of a food service area,
5. relocation of the Music/Drama area and Art lab,
6. remodeling of several classrooms to include a Nursing Laboratory,
7. addition of two Chemistry labs,
8. addition of an Environmental Science laboratory, and
9. the addition of an employee lounge.

Future plans also include the addition of a new multi-use athletic facility and the possible upgrade of eating facilities to attract groups from the Environmental Resource Consortium and the community to utilize the campus facilities at lunch for meetings, presentations and symposia. These plans are subject to revisions as we continue to assess future needs and institutional effectiveness. (See *NMSU at Carlsbad Architect Committee Report*, July, 1993.)

Independent of NMSU at Carlsbad, New Mexico State University will be breaking ground on the Carlsbad Environmental Research Center in the Spring of 1995. This building will be located within the NMSU at Carlsbad's 40 acre site just south of the south driveway. This building, along with the new Electronics Technology program area and Computer Center building, will give the campus a multidimensional atmosphere. The growth and expansion of the physical facilities is an indicator of further growth and expansion.

Human Resources

Along with program growth, the faculty and staff are also growing. As vacancies arise, NMSU at Carlsbad has consistently recruited nationally to fill all open positions

with well qualified and highly recommended faculty. In addition new faculty and staff are hired each year. Recent hirings include faculty in mathematics, chemistry, and psychology in 1993, two English instructors (one to replace a vacant position), an instructor of criminal justice and an assistant professor of global studies and social science in 1994.

Through the cluster system, the faculty is assessing its future needs for growth. Currently the faculty is considering hiring additional instructors in the disciplines of English/communications arts, or English composition/Spanish, modern languages, educational psychology, mathematics and science in 1995. The addition of full-time faculty demonstrates the campus' commitment to quality instruction and the expansion of programs to meet the local needs.

The NMSU at Carlsbad's cluster planning/budgeting process also includes faculty development. Faculty members are encouraged to attend conferences and meetings to enhance their teaching and assessment capabilities and interests, to update their knowledge of their fields, to become aware of new technologies, and to participate in task forces to serve the needs of the faculty and the campus as a whole. Development priorities include:

1. institutional initiatives (*e.g.* task forces attended en masse, meetings and workshops in critical thinking, innovative technologies and other issues tied directly to establishing measures associated with the campus' nine graduate outcomes),
2. cluster and programmatic initiatives (*e.g.*, nursing instructors attend State Board of Nursing meetings, retrain current full-time faculty to teach new and developing technologies in vocational technical fields),
3. personal development (*e.g.*, participate in wellness courses and other continuing education activities).

A policy for sabbatical leave is outlined in New Mexico State University's Administrative Policy and Procedures Manual and is endorsed by the faculty. (See *Administrative Policy & Procedures Manual*, 1993\94.)

Decision Making Process (b):

In the Fall of 1993, a campus-wide Committee on Committees designed a new governance structure consisting of a steering committee with oversight of seven standing committees. A *Constitution and By-Laws* were written to prescribe the composition of each committee, as well as voting rights,

committee appointments, scope of work, and the frequency of meetings. It is the responsibility of the steering committee to accept items of interest, written proposals and suggestions from the college community. The Steering Committee directs proposals and recommendations to the appropriate standing committee or administrator, receives responses, and directs appropriate replies to the college community.

Structured Assessment Processes (c):

In the Spring of 1994, the faculty and administration revisited the Mission of NMSU at Carlsbad and wrote a list of nine (9) major Goals and Purposes for 1994-2000. Related to the Purpose Statements, the plan for assessment of student academic achievement identifies the sources of data, the user of that data, the frequency of assessment activities, and the anticipated application of the information. A time line in the Outcomes Assessment Document is included to show the feedback cycle.

Planning (d):

The faculty and programs of the college are organized into groups of like academic interest termed clusters. The members of these clusters are the users of the outcome assessment data for both student outcomes assessment and institutional assessment. The members act as a committee to review the program budgets, curricula, textbooks, faculty needs, and related concerns. Recommendations are referred to the administration for future planning. (See Appendix VII.)

Advisory committees function as links between the community and the college. They communicate community needs and concerns. They are vital to the institutional assessment and planning process. Each cluster has an advisory committee composed of members of the community. The advisory committees also protect the interests of the community by advocating for the interests of the college. Advisory committee membership and minutes are available in the Provost's Office.

A Computer Services Plan through the Year 2000 has been developed by an ad hoc committee. Minutes are on file in the Provost's Office.

The Institutional Planning and Assessment Committee of the governance structure is responsible for annual review of the Mission, long range planning, program assessment, marketing and public relations. Minutes are on file in the Provost's Office.

The Associate Provost for Instruction is a member of two statewide task forces, organized by the New Mexico Commission

on Higher Education to address issues on Articulation and Transfer, and Distance Learning.

Computer Services

The Associate Provost has been meeting with selected faculty to learn the needs of those who utilize computers in their course instruction. She has also been meeting with the computer services faculty and staff to suggest means and time lines for addressing the faculty's needs more effectively and expeditiously. To that end, she has requested that the computer services supervisor and staff provide a long-range plan and related recommendations associated with better serving the faculty and the campus community in the use of their computers and electronic systems within our facilities.

In addition to conducting a full inventory of licensure agreements, software, and hardware accessed on-campus, a comprehensive and long-range plan shall be implemented to address the acquisition, utilization, assignment, maintenance, and upgrade (as well as the retirement and disposal) of all hardware and software - both currently in our possession and planned. This plan shall be developed by or on behalf of the faculty through the computer services staff, proposed to the campus community through the steering committee, recommended by the steering committee to the administration, and implemented in accordance with a planned budget and time lines.

Long-range and comprehensive plans for hard-wiring offices and classrooms for access to electronic mail and Internet shall also be developed, with accompanying budgets and time lines for full implementation. Such plans shall be implemented and budgeted in tandem with plans for infusing additional computer-assisted instruction into specific areas of the campus' curriculum. It has been proposed that a proctor system be implemented for all software systems accessed through the campus' computer network so that users are denied access to any program that may have reached its licensure maximum; such a system would need to be in operation during all hours that the network is open to both the public and the employees.

In addition, selected faculty will serve on a statewide committee to develop a statewide core curriculum. The committee, to be convened by the New Mexico Council of Independent Community Colleges, in concert with the New Mexico Commission of Higher Education, will meet this year to examine equivalency in curricula offered by all associate and baccalaureate degree-granting institutions in the disciplines of English, math, biological sciences, physical sciences, and engineering.

In a memorandum dated November 17, 1994, the Associate Provost outlined an overview of a comprehensive, decentralized budgeting and planning process that is being implemented at NMSU at Carlsbad. Portions of that memorandum are paraphrased here:

Definitions:

Comprehensive. The process will be utilized to plan and budget all aspects and related operations of the campus (*i.e.*, a *comprehensive* approach) - addressing, to all extent possible, the needs of students for new or revised curriculum, the availability of faculty to teach curricula responsive to those changing needs, the services needed to match students to appropriate courses and fields of study, as well as the services needed to provide students with (1) tutorial assistance and continual assessment of their scholastic progress, (2) on-site acquisition of reading and study materials, (3) job placement and career counseling, (4) adequate and appropriate computer and library resources, (5) efficient and accurate billing, (6) timely information on health related issues and referrals, and (7) alumni support. These concerns should be shared by students enrolled in credit, non-credit, and Elderhostel courses alike. Thus, "comprehensive" response requires input from all administrative, academic, and student-leadership representatives.

To date, those associated with the academic affairs unit on this campus (*i.e.*, academic programs-faculty, computer labs, honors program, *The Desert Sun*, Phi Theta Kappa) participated in a futuristic planning process last Spring - wherein the faculty scanned the environment for needs, obstacles, and strengths, and proposed a vision of their programs in the Year 2000; they in turn identified the resources that would need to be available in order to realize that future. In tandem with the planning process, the academic affairs unit - utilizing input from the faculty - generated a budget based on the plans submitted, and prioritized their needs in terms of maintaining the status quo (budgeting priority one), moving towards the attainment of specific new resources (budgeting priorities two and three); they also identified which plans and allotted resources would align with the priorities of the administration for those plans which would help the campus as a whole (1) realize its academic initiatives, (2) realize initiatives of one or more academic programs, and (3) realize specific initiatives for faculty development.

Decentralized. The intent of the new process is to gather input from across the campus, and to establish priorities for the distribution of our resources. Some "plans," regardless of their merit, may need to be "put on hold" until plans of a higher priority are funded and implemented. In any case, the campus as a whole is aware of our needs and available resources. The campus as a whole becomes responsible for contributing to our total welfare currently and in the future.

Planning Model:

Globally, many Fortune 500 companies have progressed beyond the Total Quality Management processes introduced by Deming and Juran, and have adopted those commonly referred to as "TQM-Plus." Promoted under a myriad of different trademarked titles, the generic term of "TQM-Plus" refers to those processes which cause an organization to adopt a global approach to success and long-term survival. The approach is normally holistic and dynamic, in that it utilizes *all* of its available resources - including the intelligence and motivation of its employees and other stakeholders - to adjust *quickly and best* to the rapid changes of our global environment. In short, it causes the Institution to both *align and attune the changing environment with the changing capabilities and readiness of the organization.* The main purpose of incorporating the planning model is to be prepared for change, to be positioned ahead of competitors to respond to the change at the moment such response is necessary, and to be able and willing to continue changing in harmony with external changes. The result is a finely synchronized match between changing demands for our resources and the changing ways in which those demands can be met most efficiently and effectively ahead of our competition. The process identifies "what must be done," as defined by our consumers (i.e., students and other stakeholders), as well as "how it must be accomplished by what time," as defined by strategies planned in anticipation of assumed and expected changes. The process is ultimately designed to help the organization chart its own course - to realize its own vision, to create and realize its own destiny, to ultimately participate, as a futuristic agent, in shaping the environment to which the organization responds.

Towards this final goal, the academic unit of campus has participated in the preliminary stages of planning, in that each academic program: (1) developed a vision for the Year 2000, (2) presented assumptions of the future, as it would influence their specific academic program and courses, (3) defined the scope of their program's

response to anticipated changes in the external environment, (4) identified strengths and obstacles that would influence their success in realizing their visions by the Year 2000, (5) identified strategies they would incorporate to maximize their strengths and minimize their weaknesses, and (6) projected the number and scholastic standing of the students they would serve in the Year 2000. The visions have been printed on signs that are posted around campus for the purpose of informing stakeholders of our intentions, for the purpose of building those expectations in our stakeholders, and for the purpose of reminding ourselves that we are accountable for realizing our own envisioned futures by the Year 2000.

In tandem with these efforts, the administrative units of campus met in a retreat to undertake a comprehensive visioning process. General goals for the campus were developed and distributed to the campus during an all-day faculty retreat on August 19, 1994. Signs reflecting the administrative visions have also been posted around campus. The next steps for the administrative units to undertake will include the development of vision and scope statements, strategies, and time lines for each of the non-academic programs and services, including bookstore, continuing education, business offices, student services, the Learning Assistance Center, personnel recruitment and retraining, job placement and career counseling. Some steps have been taken in this direction through the *Student Success Model* (see Appendix XIII) proposed by the Office of Student Services and its allied offices.

Budgeting Process:

Each Fall the faculty will be provided with an overview of the budgets they submitted in the Spring of the previous year, as well as a budget of those dollars spent towards faculty development during the past year. There will be a call for all budget drafts, including job position descriptions for new faculty, to be submitted to the Associate Provost's office in January of the next year. Each cluster and the cluster leads will develop an academic affairs budget to present to the Assistant Provost for Business Affairs and the Provost in February, in advance of a special Advisory Board meeting in March and in advance of the Board's budget meeting in April. The clusters will be encouraged to submit their job position descriptions for new faculty in January, with the anticipation of announcing job openings nationally in February, interviewing candidates in March and April, and extending offers for employment in May for contracts

beginning in the Fall semester. The Assistant Provost for Business Affairs has agreed to provide the clusters with quarterly reports of their expenditures to date.

Steps to be Accomplished During Spring 1995:

The administrative units will meet again to enhance and refine their vision statements and strategies before the budgeting processes are completed in the Spring of 1995. The other administrative units (*i.e.*, other than academic) will need processes similar to or duplicative of those developed by academic affairs to pool their budget requests by units. When all units have submitted their budgets to Assistant Provost for Business and the Provost, some negotiation of priorities and costs may be needed among the administrative units so that needs, priorities, and available resources can be attuned and aligned.

By Spring of 1995, the academic units will have consolidated an academic affairs budget in a format that will complement the comprehensive planning and budgeting processes. The academic affairs unit will continue to revisit its vision and strategy statements to next identify the strategies, teams, and tasks to be implemented, empowered, and accomplished during the next academic year.

The academic affairs unit will prepare a planning and budgeting document - which will contain the vision and strategy statements of each academic program and corresponding cluster, as well as the budget proposals associated with each. It is anticipated that each of the administrative units will be able to accomplish the same for presentation to evaluators during the NCA visit in April.

Resources (e):

The master calendar provides time lines for budget, scheduling, curriculum review, textbook and equipment ordering, assessment, and planning.

Criterion Five

The institution demonstrates integrity in its practices and relationships.

Communication to the Campus Constituencies

Student Sources of Information

Students at New Mexico State University at Carlsbad are made aware of their rights and responsibilities through a number of publications and programs. Every student is given a copy of the College catalog and student handbook. Also every student who is pursuing a degree attends an orientation where the information is distributed, and placement tests are administered.

New Mexico State University at Carlsbad recently adopted a new catalog format that it will start using in the Spring semester of 1995. This new format will provide a comprehensive description of the academic programs offered at NMSU-C. Beyond those descriptions, chapters on the campus Mission, admission procedures, and an abridged student handbook will be included.

A student handbook is also available, and is titled *Did You Know, a Survival Guide for New Students* (see Appendix XIV). The student handbook provides information ranging from a list of available services to details on student conduct and student rights. Inside this *Handbook* is information on available help services, a map of the building, hints on how to get started, and policies and procedures. These materials are distributed to all degree seeking students during orientation. Part of the orientation is devoted to outlining the available services, procedures, and policies.

A *Campus Security Bulletin* is also distributed at the student orientation (see Appendix XV). The *Bulletin* informs students of the campus' security procedures.

The Mission states that educational opportunities will be provided to everyone regardless of race, religion, gender, or ethnic origin. The policies that are used at our Institution are consistent with our Mission.

Faculty Sources of Information

The faculty is also made aware of their rights and privileges. The faculty of NMSU-C receive a *Handbook* that is updated periodically. (The *Handbook* will be available on the campus for inspection by the NCA visitation team). The *Handbook* contains details concerning promotion, tenure, policy, and

grievance procedures. In addition to the *Handbook*, the faculty has an evaluation guide that is used by the faculty as a guide to the procedures to be used in the annual self evaluation.

The *Handbook* is updated periodically to keep the information consistent with changes at the Carlsbad campus, as well as the Las Cruces campus. The *Handbook* contains a comprehensive description of the College's administrative structure and policies. The first section of the *Handbook* provides an overview of the administrative hierarchy of the College as a whole. The next section details information about promotion and tenure. In this last section, the procedures for applying for promotion and tenure are provided. Also, a calendar of events is presented to indicate the timeline for the process (the calendar will be available on the campus for inspection by the NCA visitation team). A section deals with the appeal process. The rest of the *Handbook* is devoted to describing resources and policies concerning academic work and research.

Another guide available to the faculty is the *Self Evaluation Handbook* (the *Handbook* will be available on the campus for inspection by the NCA visitation team). This *Handbook* provides instructions on how to prepare for the annual self evaluation. The instructions in the book range from "how to prepare an evaluation of goals and objectives" to "a list of suggested items to include as evidence of achievement".

The faculty also attend monthly faculty meetings, as well as special workshops at the beginning of most semesters. The faculty meetings are devoted to a wide range of academic topics, including any relevant changes in policies, and reminders of deadlines. Another general source of information reaches the faculty through the cluster organization. Faculty from related programs meet on a regular basis to discuss issues that concern their area of interest. Information also reaches the faculty through these meetings.

The Associate Provost for Instruction also provides each faculty member and college instructor with a master calendar of academic deadlines and meetings at the beginning of the academic year. The calendar is updated monthly.

Staff Personnel and Benefits Policy Manual

The staff of NMSU-C have a *Personnel and Benefits Policy Manual* for their primary source of information. It outlines the policies for staff at NMSU-C. It is available from the Office of Personnel and the Business Office. New staff are made aware of this information when they are hired. Staff are also informed of changes when they occur. Frequent visitations by staff of the Personnel Office at Las Cruces occur at Carlsbad.

Governance System of NMSU-C

The governance system of NMSU-C was developed to include input from all constituencies of the NMSU-C campus (see Appendix V). Each committee includes, as appropriate, members from faculty, staff, administration, and the student body. Usually the student representative is appointed by the Student Senate. The governance system is used to discuss policy changes and concerns, and make recommendations to the Provost.

Interaction with Community, Industry, and other Institutions of Higher Education

Community

NMSU-C interacts with the community through a diverse assortment of programs and relationships. In addition to receiving input from the local advisory board for NMSU-C, the college is a very active participant in the community.

The office for Community services offers several special interest courses that are available to all members of the community. These courses have been successfully offered on an ongoing basis throughout the year for several years. Qualified instructors from the community are frequently used to teach these courses. Also, courses are frequently taught on the premises of the college, and may also be taught off campus, depending upon what is most appropriate.

The Learning Assistance Center(LAC) also offers tutoring services to the community. The LAC receives grant funding from the State of New Mexico, and receives referrals from various agencies from within the community.

The Adult Basic Education (ABE) program offers opportunities to adults who wish to prepare for their GED. The ABE program maintains an office in the college, and a small number of their classes are taught on the college grounds. During the last three years, joint graduation ceremonies between the ABE program and the college have taken place.

The ABE program has been successful in reaching out to other communities in the region. The program currently offers courses in Carlsbad, Artesia, Loving, on the Mescalero Apache Indian Reservation, and at the Roswell Correctional Institute. This program has been able to utilize building space in the communities that it serves.

The faculty, staff, and administrators are members of many community organizations. They contribute their time and effort to a large number of community causes.

Industry

NMSU-C has had successful relationships with industry in the local area. Numbers of cooperative efforts have been forged the past several years.

The teaching facilities have been made available to industries and organizations in the local area. The Westinghouse Corporation has utilized classroom space in NMSU-C to teach courses to their own employees. During the past two years, the Westinghouse Corporation has contracted with the campus facility to teach the fundamentals of computer applications to their employees. The college has offered to make its equipment available, and drawn upon the instructional skill of its faculty to offer these courses. NMSU-C has also provided computer training to the Loving School District.

Public High Schools

NMSU-C has also made important contacts with the local public schools. In the past few years, concurrent enrollment agreements, tech-prep, articulation, and early admission policies have been instituted. These policies were negotiated with the public schools in the community. Copies of these policies are available upon request.

Institutions of Higher Education

NMSU-C maintains a number of successful relationships with other institutions of higher education. The most important one is the relationship between NMSU-C and the Las Cruces campus. Because we are sister institutions, students who attend college at NMSU at Carlsbad can automatically transfer all of their coursework to Las Cruces or any of the other sister branches, should they choose to transfer to another branch. This arrangement is possible because there is close coordination between the branches in terms of course content.

After the Las Cruces campus, Eastern New Mexico University receives the largest number of transfers from our campus. NMSU-C negotiated a transfer guide for students who transfer from NMSU-C to Eastern New Mexico University (ENMU). Students who are planning to transfer to ENMU can use this guide to determine the best course selection for completing a four year degree. Copies of the articulation document are available in Student Services.

NMSU-C has actively participated in articulation with other institutions in the State of New Mexico. Every two years, individuals from colleges in the State of New Mexico meet to discuss issues concerning the articulation of classes and the coordination of course content. These meetings have made it possible for NMSU-C to prepare transfer students for these

other institutions. In addition, the Associate Provost for Instruction is engaged in on-going discussions and preliminary negotiations to articulate specific courses and degree programs to baccalaureate programs offered by ENMU-R and New Mexico Junior College in Hobbs. A proposal for the articulation of fire safety courses and degree programs, between NMSU-C and the New Mexico Fire Academy, is currently being prepared for submission to NMSU and its other branches for full implementation in the Fall of 1995.

NMSU-C and the College of the Southwest (CSW) have cooperated since 1992, when CSW started to offer bachelor degree completion programs in Carlsbad. A plan was implemented which made it possible for students interested in a four-year degree program to enroll at NMSU-C for the first two years of instruction, and to complete their undergraduate studies at CSW.

Evaluation of Effectiveness for New Mexico State University at Carlsbad

New Mexico State University at Carlsbad has several mechanisms available for evaluating the effectiveness of the Institution. The local advisory board provides advice for the College, and is also able to detect any possible weaknesses at an early stage.

Decisions are primarily made at the branch level. The branch administrators have oversight responsibility for the programs under their charge. In turn, the Provost has the responsibility for the examination and evaluation of programs and personnel.

The relationship between the Carlsbad campus and the main campus provides another source of oversight. Decisions made at the level of the Provost Office may be reviewed at the Las Cruces campus. The Dean of Human and Community Services at Las Cruces is responsible for the branch campuses. The next level of supervision is the Vice-President for Academic Affairs and the President.

Student organizations at NMSU-C must be recognized by the Student Senate. Each organization must show that it has a functioning charter, and abide by the rules set forth by the *Constitution of the Student Senate*. The office of Student Services oversees the operation of the Student Senate, providing the link between the administration and the student organization. Student activities also require the presence of a faculty advisor, who can provide additional oversight and assistance.

1995 NCA REPORT
Updated Information from 1992 Visit

SUPPORT SERVICES

Purpose

The purpose of Chapter VIII is to show that in addition to a sound fiscal base and an adequate physical plant, NMSU at Carlsbad has developed strong support services for students, faculty and the community. These support services are broad based and cut across administrative lines of responsibility. These include the following:

Student Services
- Recruitment/Admissions/Registration
- Financial Aid Office
- Career Development Center
- Learning Assistance Center
- HELP Center (Higher Education and Life Planning)
- Bookstore
- Library and Media Center
- Health Information and Wellness Center

DISCUSSION

Student Services

Since the 1992 NCA visit, dramatic changes have taken place in Student Services. Besides the changing of staff and reporting lines within Student Services, the division has embarked upon a development of a system approach to problems in an effort to enhance services to the student body.

This journey started with the staff being trained in the principles of Total Quality Management (TQM) and an understanding of the dynamics of the system and processes that we control. The staff proceeded to develop a vision statement. This vision statement will then guide us in all of our interactions with students within the context of our individual job responsibilities. The vision that the staff of Student Services developed as a group was: **"By the Year 2000, we will have in place a student success model that will: 1) provide open access and equal opportunity for all entrants; 2) promote the accomplishment of individual student academic/vocational and/or personal goals; and 3) prepare students to become economically productive citizens."** Using the vision statement as its starting point, the Student Services staff continued to define the *Student Success Model* (see Appendix XIII) and to analyze our collective strengths/weaknesses that would both hinder and help us to achieve full implementation of the Student Success Model. The

group also brainstormed the needs of the student body as it perceived them.

Utilizing the TQM tools of affinity diagrams and nominal group technique, the Student Services staff was able to condense its weaknesses within Student Services and the needs of students into five broad areas. A task force of volunteers then analyzed each of these five areas (**Information Output, Communication Input, Training and Cross-Training, Student Orientation and Student Support Services**) and are now in various stages of developing strategies within Student Services to address these concerns.

For example, the *Communications Input Task Force* dealt with the methods available to Student Services and the campus to receive input from the student body. From this analysis, a list of recommendations for action was developed. The list of recommendations was shared with the entire Student Services staff by the task force and the group discussed the positive/negative implications of each recommendation and then voted as to which of the recommendations warranted continued development. The recommendations that warranted continued development and consideration but that fall outside of the venue of Student Services will be forwarded into the Campus Steering Committee for its consideration. After the recommendations have been developed, then a planned schedule for implementation will be developed. Below is an example of the recommendations of the *Communication Input Task Force*.

1. Implement a series of "Coffee with the Provost" meetings to encourage interaction between students and administrators.

2. Implement an exit interview for all students completely withdrawing.

3. Develop a method for surveying a sample of the student body utilizing the focus group format.

4. Re-design and increase emphasis of the use of suggestion boxes on campus by students.

5. Recommend to the Associate\provost for Instruction that the classroom evaluations be completed prior to mid-term of each semester.

6. Develop a method for students to express their level of satisfaction with Student Services in an ongoing fashion that will lead to quick problem resolution.

7. Consideration should be given to the administering of the Student Satisfaction Survey with greater frequency.

8. Consider the possibility of developing phone surveys to determine students' level of satisfaction with the campus, the instructional programs and services.

Similar recommendations and plans are being developed by the four other task forces within Student Services. After recommendations are implemented, we will assess the effectiveness of each of the actions on a yearly basis.

The task of developing a vision, analyzing data, and planning for the future was completed during the Student Services ongoing and normal routine of providing support to students.

Recruitment/Admissions/Registration

Recruitment activities, such as visits to high schools and relations with high school counselors, mailing to individuals within NMSU-C service area and community relations are shared by the professional staff of Student Services. The Assistant Provost for Student Services has been given responsibility for the expenditure of monies for advertising in support of credit classes. Other areas on campus that budget monies for recruitment activities are the ABE/GED Program, the Learning Assistance Center and the Office of Continuing and Community education. These separate budget areas have developed common marketing goals for the institution and in response to Concern #10 of the last NCA visit developed a comprehensive coordinated marketing plan for the campus as a whole and for each component. The Office of Admissions and Registration is responsible for assisting students from a point of inquiry to the point of enrollment and registration throughout their academic careers, continuing through the point of program completion and graduation. Additionally, all paperflow with regard to admissions is coordinated with the main campus through the Office of Admissions and Registration. The Office of Registration is responsible for information and maintenance. Both admission and registration data are maintained on a local computer database. At the end of the registration periods, the registration data is transmitted to the main campus. The Registration Office also collects, prepares and mails the final grade sheets to the main campus at the end of each semester.

ENROLLMENT TRENDS

NMSU-Carlsbad has shown a consistent growth pattern:

1. Since Fall Semester 1990 enrollments have increased from 1,077 to 1,203 in 1994, a 12% increase over a five-year period.

2. Full-time equivalency has increased since Fall Semester 1990 from 619 to 708, a 14% increase.

3. Although the size of the graduating class at Carlsbad High School has declined steadily, NMSU-Carlsbad's percentage of enrolling freshmen has remained constant (24-28%) for the last five years.

4. Approximately 42% of the student body are full-time students.

5. Approximately 57% of the student body are continuing students, 20% are returning students, 19% are first-time students, and 5% are transfer students any given Fall Semester.

Composition of Student Body:

1. As NMSU-Carlsbad has no on-campus student housing, the institution's students live within commuting distance.

2. Since Fall Semester 1990 there has been a continued increase in minority enrollment. Our current composition is approximately

White (non-Hispanic)	66 percent
Hispanic	28 percent
Other minority (non-Hispanic)	6 percent

3. Since Fall Semester 1990 there has been a small change in the male/female ratio of our students. In the Fall of 1994, 65% of our students were female and 35% were male.

Retention

NMSU-Carlsbad has an admirable retention rate. In the Fall of 1994, 682 (57%) of the students were continuing from the previous semester and 237 (20%) were returning to the college after an absence. Together the enrollment of continuing and returning students represents 77% of the Fall 1994 enrollment. The remaining students were first-time college students (223, 19%) and transfer students (58, 5%).

STUDENT ORGANIZATIONS

Student Senate

The Student Senate is elected by the student body at the start of each academic semester and serves a two-semester term. The

Senate consists of 13 senators and 3 alternates who are carrying at least 8 credits and have at least a 3.0 GPA. The o president, vice president, parliamentarian, chief clerk, treasurer, and activities chairperson. The Senate is funded through a charge of $1.00 per credit hour. The Senate sponsors various activities throughout the year and financially assists other official school organizations. Table 1 lists activities traditionally sponsored.

Table 1: Traditional Activities Sponsored by Student Senate and Other Organizations

Casino Night (2/year)	Alcohol Awareness Week Activities
Barbecue (2/year)	Alumni Speaker's Forum
Halloween Haunted House	Job Skills Workshop
Christmas Dinner	Movie Nights
Christmas Dance	Valentine's Dance
Volleyball Nights (2/year)	Honors Night
Basketball 3 on 3 Tournaments	Graduation
Ping Pong Tournaments (2/year)	Graduation Dance
Pool Tournaments (2/year)	Beach Picnic
Family Oriented Professional Acts (5/year)	National Depression Screening Day Activities

Recognized Clubs

Students with Children

Students with Children is a student organization that exists to address the needs and interests of parenting students. Members include husbands and wives, as well as single parents, male and female.

V.I.C.A. (Vocational Industrial Clubs of America)

Students in the welding and electronics technology programs belong to the *Vocational and Industrial Clubs of America*. As members they have participated in local, state and national levels. This organization allows students a chance to display their skills and gain recognition through leadership conferences and skills olympics.

Student Nurse Association

The *Student Nurse Association* is open to all nursing and pre-nursing students. Its purpose is to promote nursing and to expose its membership to the different aspects within the nursing profession. The members of this organization meet monthly. As this is a nationally affiliated organization, some of its members hold state offices and attend state and national meetings. This group participates in various health screening clinics throughout the community each year.

Newspaper (*The Desert Sun*)

A school newspaper is printed and distributed at no charge in connection with both Student Senate and the journalism program. Student editors, who must be enrolled in a journalism class, produce and design the paper. Other students are welcome to submit news or feature articles and photographs and to help with production.

Ambassadors

The *Ambassadors* are a selected group of student leaders who represent the student body to the off-campus public and assist with college sponsored activities. Group members are recommended by faculty members and must have completed at least 15 credits of coursework with a GPA of 3.0 or higher. Those recommended complete a brief application and attend a personal interview. Students selected are specially trained in all aspects of college life and maintain their membership as long as they attend and maintain a 3.0 GPA.

Phi Theta Kappa

Established in 1990 at NMSU-Carlsbad, Phi Theta Kappa is the only nationally recognized honor fraternity serving two-year colleges in the United States. Membership is open to students who have demonstrated superior academic achievement. Students who have completed 12 or more hours of college level courses at NMSU-Carlsbad and who have maintained a 3.5 GPA are eligible for selection. Benefits of national membership include special academic opportunities, scholarship, international study, and Phi Theta Kappa publications and memorabilia. Locally, group members are recognized at the Honors Night program and wear special tassels and stoles during the graduation ceremony. The group has sponsored a Trivia Night for students.

Computer Science Society

The NMSU at Carlsbad *Computer Science Society* is composed of students who are interested in computer science or in computers. The Society was founded in Fall 1990, and

currently has a membership of twelve. Meetings are held twice a month to organize social and educational activities for the Society and for the school. The Society has sponsored various activities since its inception, including a haunted house, movie nights, a casino night, and several field trips.

Alpha Phi Omega

The purpose of this fraternity is to assemble college students together in the fellowship of the principles of the scouting movement, to develop leadership, to promote friendship, to provide service to humanity, and to further the freedom that is our national, educational, and intellectual heritage.

Baptist Student Union (BSU)

The objectives of the *BSU* shall be to lead students and faculty members to commitment to Jesus Christ as Savior and Lord. To meet these objectives, the organization emphasizes the importance of local church participation, events in the Christian community, and Bible study; offers guidance in worship, devotional experiences, and Christian witnessing; encourages participation in Christ-centered fellowship and ministry opportunities; and assists the college by encouraging participation in all aspects of campus life and provides a view of academic disciplines from a Christian perspective.

STUDENT RECOGNITION

Honors Program and Student Awards

Honors Night

The Student Services Office coordinates an annual Honors Night which provides recognition for students who excel in the academic area. An outstanding student in each academic and vocational area is selected by department faculty and received a special plaque or certificate. Also recognized during this event are students who have received special honors from campus organizations including *Ambassadors, Who's Who, and Phi Theta Kappa*.

Honor Roll

Each semester, the Dean of the College of Human and Community Services nominates students to the Honor Roll. These students rank in the top 15 percent of all full-time students enrolled at NMSU branch campuses and in the College of Human and Community Services in Las Cruces. This list is published in the local paper.

Scholarships

Several scholarships are established for students intending to continue their education at four-year institutions. The Don and Sarah Kidd and NMSU transfer scholarships are available to students who have completed 30 hours with designated GPAs who will transfer to the main campus in Las Cruces. The R. E. Willis scholarship is available to students who have completed 30 hours and who have a 3.5 GPA. These students may transfer to any four-year institution.

The Student Services Office also aids students who are on academic scholarships at NMSU-Carlsbad and who have a 3.5 GPA or higher in gaining tuition scholarships for the main campus.

Who's Who Among Students in American Junior Colleges

Selection criteria include students with sophomore standing, a 3.6 GPA or higher and who are nominated by faculty.

Meritorious Graduates

The top 15% of students receiving associate degrees within each college in any one academic year, and who have completed 45 or more credits at NMSU and/or one of its branches, with computable grades are recognized during graduation ceremonies as "Meritorious Graduates".

National Deans' List

Students are selected for campus honor rolls from the NMSU branches and the College of Human and Community Services at Las Cruces. Students enrolled full-time (12 hours or more) and who represent the top 15% for the semester based on their semester grade point average are eligible for the National Deans' List.

FORMAL CEREMONIES

Graduation

A formal graduation ceremony is held at the end of the Spring Semester. All full-time faculty and college instructors are encouraged to attend the ceremony in full academic regalia. During the ceremony, a presentation is made by an invited speaker and diplomas are conferred. A reception is held following the ceremony. Because of an increased number of graduates and their family members and friends in the audience, the college moved the location of the graduation ceremony from the campus gym, where it has traditionally been held, to the Carlsbad Convention Complex. The first ceremony at the Convention Complex was held in the Spring of 1990.

This new location provides a larger, more comfortable, and more ceremonial atmosphere.

Capping and Pinning

A formal ceremony in which second year nursing students receive their caps and pins is held at the end of the Spring Semester. A reception honoring the recipients follows the ceremony. Nursing graduates also participate in the college's formal graduation ceremony.

Students: Strengths and Concerns

NMSU-Carlsbad has experienced a steady enrollment growth pattern even though the size of the Carlsbad High School graduating class has continued to decline.

Placement scores indicate a wide range of academic ability within the student body, especially for those just entering the college. Students who lack basic college skills are advised to take developmental courses prior to academic courses. Students are also advised concerning the appropriate level of entry for academic courses.

The College has a number of students and community members who want to pursue a baccalaureate degree. They are requesting that more upper-division classes and programs be offered at the branch campus. Since Carlsbad is too far from Las Cruces to commute, and economic pressures preclude the student's moving to Las Cruces, this issue needs to be addressed more seriously.

There is a need for professional staff coordination of student sponsored activities and a need for development of a program of student activities to meet the needs of returning adults and to augment the teaching curricula. The diversity and growth of the student population over the last six years requires that attention be given to the development of a comprehensive and cohesive student activity program. This program must address the co-curricular and developmental needs of the student population by maximizing the existing club and student government structures and by expanding areas that augment the instructional areas of the college.

Students are surveyed on an annual basis to determine their satisfaction with the instruction, course offerings, and services that the campus provides. The campus has consistently received high marks by students who are surveyed. The Student Interests Committee has put forth a recommendation that the survey of students be expanded to include withdrawing/non-returning students and to administer a needs analysis of the student body on a bi-annual basis.

STUDENT SERVICES

The college has designed and implemented a longitudinal student tracking database to meet the reporting requirements of the Federal requirement associated with the *Student Right to Know, Carl Perkins* funding, and to provide the college with baseline information. The longitudinal information will be utilized to study student persistence, retention and attrition variables. The college has also committed itself to purchasing LONESTAR, a software package developed by the State of Texas to analyze longitudinal cohort activity and student persistence towards a degree. Positive developments have occurred at NMSU at Las Cruces in the student computing arena, and NMSU at Carlsbad expects to be "online" for all admission purposes with the mainframe in Las Cruces no later than November of 1995. Online registration will be accomplished when the new VISTAS Student Information Database is online for the Spring Semester of 1996.

The financial aid delivery system has been enhanced by the addition of a part-time records clerk in addition to the full-time professional and classified staff members who provide services to students.

The staff position providing career services support to JTPA students has been upgraded from a classified to a professional level.

Student Services applied for and received a grant from the New Mexico Alliance for Minority Programs to administer a program to recruit minority students into science, math and engineering fields. Under this grant, the institution has hired a Recruitment Coordinator, initiated a Summer Bridge Program for minority students, purchased software and calculators to support instruction and provided $20,000 in scholarships for local students. The college is currently reapplying for funding in the second year of a five-year grant.

The Coordinator of the HELP Center, which was previously funded by a Single Parent/Displaced Homemaker grant, has been relocated in the Learning Assistance Center (LAC) and now reports to the Director of the LAC. This move was initiated so that the HELP Center could support the transition of adult returning students and special needs students from GED training into college-level courses. The duties and requirements of the position have not changed, but the service provider is now in closer proximity to the client base.

The Assessment Technician position has been upgraded from classified to professional level. The location of the assessment services has been moved to the LAC and the staff member now reports directly to the Director of the LAC.

The Coordinator of the Career Development Center is currently our lead GED tester with the JTPA Services Coordinator acting as the Assistant GED tester.

The Coordinator of the Career Development Center position has been filled by a qualified applicant and a clerical support position has been added.

The Learning Assistance Center and the Adult Basic Education components of the campus are not reporting to the Assistant Provost for Student Services. The coordinators of these two programs report to the Assistant Provost for Student Services on all matters of budget, personnel, and development.

CAREER DEVELOPMENT CENTER

Funding for the operation of the Career Development Center is provided through the NMSU-Carlsbad general operational fund and by a grant from the New Mexico Department of Labor through the federal Job Training and Partnership Act (JTPA). Table 2 provides a breakdown of grant funds since 1983.

Matching funds for this grant are required and provided through calculation of the cost to provide education and training to JTPA students which are not charged to JTPA or other federal programs.

Proposals for this grant are written biannually with budget updates due on an annual cycle. Financial reports are required on a monthly basis and at the closeout of the fiscal year. In addition, quarterly reports are required to ascertain the numbers served. NMSU-Carlsbad has received this grant from FY 1983-84 through the current fiscal year. It is anticipated this grant will continue in the future unless the content or intent of federal legislation changes. However, for program year 1994, a 17 2/3% cut of JTPA funding was experienced. Funding for program year 1995 is expected to increase.

Table 2: Historical Grant Funding Profile

YEAR	ACCT. NUMBER	ALLOCATION
83-84	3-4-22533	$ 5,322
84-85	3-4-22533	$ 4,175
85-86	3-4-22540	$11,250
86-87	3-4-22542	$12,832
87-88	3-4-22503	$24,378
88-89	3-4-22507	$24,378
89-90	3-4-22513	$29,463
90-91	3-4-22525	$33,417
91-92	3-4-22535	$31,046
92-93	3-4-22545	$27,659
93-94	3-4-22555	$32,000
94-95	3-4-22565	$26,343

Purpose

The purpose of the Career Development Center is to support the mission of NMSU-Carlsbad by providing the local and college community with services related to the selection of and employment in appropriate career fields.

Goal

The goal of the Career Development Center is to provide quality, comprehensive career services which 1) prepare clients for the next step in their development, whether it be work, training, or education; 2) increase their knowledge of the world of work, increasing the relevance of their education by focusing on career choices, and preparing clients to leave and return to the educational system at times of choice throughout life.

Objectives

1. To provide meaningful career interest assessment services.

2. To provide counseling, resources, and workshops related to the career decision making and job seeking processes.

3. To assist alumni and students seeking part-time and full-time employment opportunities.

4. To meet local employer needs by providing referrals or other requested assistance.

5. To support the academic mission of NMSU-Carlsbad by providing students the opportunity to participate in Cooperative Education and internship experiences.

6. To increase the potential of JTPA and other high-risk students to complete academic and vocational programs through provision of quality academic advising, counseling support, and referrals to other community and college services.

7. To educate the public about NMSU-Carlsbad and Career Development Center services by providing tours, presentations, and other educational programs.

8. To provide support to NMSU-Carlsbad for evaluation of institutional and program effectiveness by supplying data on graduates and employers.

9. To offer college courses providing career planning and development.

10. During calendar year 1994, to administer all GED testing in Carlsbad and Artesia.

11. To provide transfer information, maintain two-year, four-year, and graduate college catalogs and application materials, and assist students and the community in using the Guidance Information System to access college, academic major, and financial aid information.

12. To provide academic advising to new, transfer, and continuing students.

The purpose, goal, and objectives outlined above represent the priorities of the Career Development Center. Primary service components include individual and group career counseling; computerized, video, and written career information resources; job seeking skills and employment referrals; cooperative education and internship development; and JTPA assessment, advising, and coordination. Secondary responsibilities include general academic advising and student recruitment. The principle upon which the provision of these services is based is quality and excellence. All services are available at no cost to NMSU-Carlsbad students and alumni. Community members,

although non-students may utilize all services at no cost except direct referral for job placement, internship, and cooperative education opportunities.

Organizational Structure

Although the Career Development Center is an autonomous unit, it falls under the general supervision of the Assistant Provost for Students Services. It is directed by the Coordinator of the Career Development Center, a professional staff person. This person manages day-to-day operations and coordinates with other college departments and outside agencies. Active linkages are maintained with Student Services, the Learning Assistance Center, Financial Assistance, Adult Basic Education, the Business Office, Bookstore, Academic Affairs, the Library, and with faculty. Referrals are accepted from and made to the Carlsbad Municipal School System, Department of Labor, Department of Vocational Rehabilitation, Human Services, AWARE, Community Corrections, and other community service agencies. An active Advisory Board is shared with the Learning Assistance Center and the HELP Center.

One professional staff and one temporary classified staff are supervised by the coordinator. The main function of the professional staff - the JTPA Services Coordinator - is to provide assessment and follow-up services utilizing the computerized Guidance Information System (GIS). All programs and information are made available to students and the community. The JTPA Services Coordinator is responsible for coordinating orientation, registration, and financial billing for JTPA classroom training participants; writing the biannual 8% grant proposal; managing the JTPA 8% budget; submitting financial reports; requesting cash; and tracking and maintaining the JTPA timecard system.

The Career Development Center Coordinator also supervises a temporary Department Secretary who works in the reception area of the Career Development Center. This person greets visitors, schedules appointments, and performs most of the typing, maintenance of departmental files, and other day-to-day clerical tasks. The secretary also is responsible for accepting job listings from local employers, posting job listings, referring students for jobs, registering students into the job placement program, and operation of 1st Place! placement software. Additional responsibilities include maintaining two-year and four-year undergraduate, graduate, and foreign college catalogs, college *Handbooks*, and college application materials. This person may supervise work study or student workers who serve as clerical aides during the semester.

Job descriptions, responsibility outlines, and resumes for all personnel are provided in the Exhibit section of this report.

Facility and Equipment

The Career Development Center is located on campus, adjacent to the Library on the second floor of the main building. The 812 square foot facility houses the Coordinator's office, the Guidance Information System and JTPA Coordinator's office, a resource area, an audio-visual area and a reception area. Because the Center is an old converted classroom, the walls are temporary. The offices have no doors, and sound control is a problem at times; however, this location and set up is preferable to past situations.

Equipment in the Career Development Center includes a newly purchased Insight 486DX multimedia computer, providing the capability to utilize CD-roms. This machine will store the GIS database, the GED scoring software, database CD-rom version of the *Occupational Outlook Handbook*, and two-year, four-year, and graduate school CDs. A CompuAdd 216 computer is located at the JTPA Services Coordinator's desk and is linked to the university system, allowing access to student records. A CompuAdd 325 is located in the receptionist area. All computers are utilized for word processing, contain the GIS software, and are linked to a Hewlett Packard Laser Jet 4 printer.

Other equipment located in the audio-visual area of the Career Development Center includes a TV and VCR with headset for viewing videotaped career resources. There are also five large metal shelved cabinets which store the college catalogue collection and other printed materials. Two five-drawer filing cabinets hold the DOT, college material, and employer information files. All of these resources are available to students and other users on a drop-in basis. In addition, there is a small seating area with literature rack, couch, chairs and information table located in the reception area. It is not uncommon for students to sit and browse in this area while reading resources.

There are three desks with chairs, a vertical filing cabinet, two additional four drawer cabinets, several tables, and other storage cabinets available for administrative purposes.

Program Components

<u>JTPA (Job Training Partnership Act)</u>

The Job Training Partnership Act was initiated and passed by the United States Congress to assist economically and educationally disadvantaged persons to obtain training and employment opportunities that allow them to enhance their

employability. JTPA has three main training components: On-the-Job Training, Work Experience, and Classroom Training. NMSU-Carlsbad, under contract with the New Mexico State Department of Labor, on an annual basis administers Objective Assessments to approximately 300 JTPA-eligible applicants referred by authorized service providers such as the Eddy County Labor Service Centers and the City of Carlsbad. Each Objective Assessment consists of a basic skills test, an interest inventory, and a personal interview in which the JTPA Services Coordinator and the applicant review test results and any barriers to employment. The JTPA Services Coordinator then makes recommendations as to which component best meets each applicant's needs.

Approximately 70-100 students attend NMSU-Carlsbad full-time each semester as Classroom Training participants sponsored with JTPA funds. Because many of these students often lack the basic skills they need for school before entering college and have difficulty managing school, work, and family responsibilities, the JTPA Services Coordinator carefully monitors their academic progress. To aid in retention, each JTPA student is required to enroll in AS 102: Career Planning and Development, which addresses many of the concerns listed above and serves as a support environment. JTPA students have up to six consecutive semesters in classroom training.

TAA (Trade Adjustment Assistance Act)

The Trade Adjustment Assistance Act is designed to aid workers displaced from their jobs by increased imports to return to work in equivalent or better jobs. The program is Federally funded and provides payment for tuition, fees, books, and classroom supplies needed for participants to successfully complete a training program. It functions virtually the same as the Classroom Training component of JTPA, with minor differences. TAA students, like JTPA students, must be full-time, complete their training program within a specific time period, and often have difficulty managing school, work, and family obligations simultaneously. TAA students, however, must attend classes in successive semesters year-round until they complete their Associate degree or certificate. Professional staff in the Career Development Center provide academic advising and monitoring to assure successful completion.

Career Guidance

The Guidance Information System (GIS) is the backbone of the career guidance component of the Career Development Center. The GIS is a computerized software program developed by the Houghton-Mifflin Company. It contains the *Harrington O'Shea Career Decision Making Inventory* and a database of information on over 1,000 occupations; all two-year, four-year, and

graduate or professional schools which are accredited in the United States; Armed Services occupations; and an extensive file on New Mexico employers and vocational/technical schools. In addition, there is a financial aid component which lists financial aid resources for college students.

Job Placement

The job placement function of the Career Development Center includes listing and making referrals for full and part-time positions for local businesses, assisting students and alumni in locating employment opportunities, credential registration, and job search skill workshops. The acquisition of 1st Place! software enables the CDC to provide a number of services. 1st Place! is used as a database on local employers and job openings as well as for those outside the local area. It also provides a database of all graduates and currently enrolled students that have registered with the CDC placement service. Disc Resume, a resume writing feature of 1st Place!, provides input to the database. In addition, resources on state and federal employers and job openings outside the local area are maintained, and on-campus interviews by prospective employers are arranged. A career fair was held in Spring of 1993. NMSU-C participated in "Career Connections '94", a statewide job and career fair hosted in Albuquerque by the New Mexico Placement Council in 1994. An Employer Discovery Day will be held in February 1995, for which a grant proposal has been written.

Cooperative Education and Internships

Cooperative Education, based in the Career Development Center, is an emerging program. The Career Development Center Coordinator was a founding member of the New Mexico Experiential Education Association (NMEEA) in 1993, attended professional development workshops related to experiential education in 1994, and established a library on "how to do co-op."

The Career Development Center successfully placed interns with the Carlsbad Caverns during the 1993-94 academic year and the Fall of 1994. NMSU-C is also participating in the *New Mexico Working-to-Learn Project*, placing one co-op with a small local business in Fall 1994 and with commitments for four co-ops in the Spring 1995 semester.

Academic Advising and College Transfer

The Career Development Center provides student with academic advising during preregistration periods, during general registration, and on a drop-in basis. Students principally served by the CDC are new students and those who have not declared a major, may not presently have an advisor, are

seeking to clarify or change their major, are intending to transfer to another campus or institution, or are on JTPA or TAA. The professional staff also attends national and regional academic advising conferences and participates in academic advising training sessions.

The Career Development Center maintains a library of two-year, four-year, and graduate school catalogs, college *Handbooks*, and financial aid information and keeps current undergraduate, graduate, and foreign study opportunities posted on a large bulletin board in the student lounge.

AS 102: Career Planning and Development

The Career Development Center expanded the offerings of AS 102 to two sections, one of which is a late afternoon/early evening class. The improved course format is organized in self-contained modules on topics ranging from self-awareness and decision making to job search skills and provides flexibility for each student to supplement each topic with materials suitable/pertinent to each individual.

Graduate Survey

Career Development Center personnel are responsible for developing the annual student follow-up survey, graduate employment statistics, and other post-graduation employment information collected for the College. Plans are underway for the development of a standardized placement and follow-up procedure in cooperation with the New Mexico Placement Council. Future plans include the development of an employer follow-up survey.

Student Newspaper

The CDC contributes to *The Desert Sun*, the NMSU-Carlsbad student newspaper, to inform the student body of employment trends, internship and co-op opportunities, and other pertinent information.

Faculty Support

The Career Development Center assists faculty by providing resources, presentations, and other information to support and complement classroom materials, instruction and projects. Support has included assistance for a research project in BA 104: Introduction to Business; provision of a national mailing list for the Radioactive and Hazardous Materials Program; provision of a local employer mailing list for the Customized Training Program; and classroom presentations on stress management, choosing a career, and resume writing.

GED Testing

Prior to January 1994, GED testing was provided by a contract GED test administrator. In January 1994, responsibility for GED testing was transferred to the Career Development Center. At that time, all tests were hand-scored and all records were hand-recorded. GEDplus software was purchased in July 1994, with the result that all demographic data is scanned and entered into the GEDplus database while tests are scanned and scored by the software. The required annual statistical report can now be generated by the software.

Outreach Programs

Career Awareness

The CDC coordinates with the local Boy Scouts of America organization in sponsoring monthly presentations to ninth graders at P.R. Leyva Junior High School. At the start of the academic year, all ninth graders are surveyed to ascertain expressed career interests. The results are tallied and the top six to eight careers are presented. Packets of information about these careers as well as suggested curriculum guides are given to students. It is a goal of this committee to facilitate development of Career Exploring Posts through the Boy Scouts. A Career Speaker's Bureau, available to local school teachers who might need a guest presenter for classroom instruction, was also created.

High School Counselor Support

The Career Development Center offers support to the local high schools through administration of interest inventories to high school juniors as well as assistance for counseling on GIS software. Students are invited to utilize written and video resources on careers to find out more about college programs.

Resource Sharing

The CDC provides career interest inventories, videotapes, newspapers, and other career related resources to teachers and organizations in the public schools who request assistance in incorporating such information into classroom curricula. We are in the process of developing a speaker's Bureau resource guide for the public schools.

Presentations

Each year the CDC Coordinator and JTPA Services Coordinator make presentations on career-related topics to local organizations, NMSU-Carlsbad classes, high school classes, and other groups as requested. Some groups utilizing this service on a regular basis include: AWARE, Stay in School, ninth

grade classes, eleventh grade classes, BA 104 class, English classes and others. The CDC assists with outplacement programs resulting from mine closings or downsizing.

Strengths

Community Agency Network

The Career Development Center is part of a service network within the college which provides services to clients referred by community agencies. Services are provided and results reported back to the referring agency by the JTPA Services Coordinator, on a monthly basis. This system has been recognized at the state level for providing combined and networked services to clients from different state agencies, thus eliminating duplication of services. These agencies include Project Forward, HUD, DVR, AWARE, Department of Labor, JTPA, Community Corrections, and others.

Guidance Information System (GIS)

The GIS system is an excellent vehicle for attracting potential students to the college. It serves as a basis for getting the word out about NMSU-Carlsbad in the public schools without focusing on recruitment.

Positive Image

The Career Development Center emphasizes service, response, and results for students and clients. It is a place where students can come regardless of the nature of their questions, and get some assistance.

Student Support

The number one emphasis of the Career Development Center is the growth and development of students. Nurturing of potential students who have low self-esteem and of current students who are experiencing difficulties with classes, home, or finances is a primary focus of the CDC. Referrals to other campus offices and community resources are coordinated in accordance with student needs.

Accessibility

The new location of the Career Development Center allows it to be visible and accessible to students.

Weaknesses

Lack of Privacy

Because of the temporary walls and lack of a door in the coordinator's office, privacy and confidentiality are primary concerns.

Job Placement

Services related to job placement including job search skills programs, employer contacts, and follow-up studies are progressing but need to be developed more fully.

Data Gathering

In the past, NMSU-Carlsbad had difficulty gathering pertinent institutional data and making it available for strategic planning. The Career Development Center has purchased 1stPlace! software to enable the office to more efficiently gather and compile data for graduate follow-up.

Future Projections

Relocations

It is within the ten year plan of the College to add classroom and office facilities. When this is done, the relocation of Student Services and the Career Development Center to closer quarters should be considered.

Added Staff

A professional staff person who would be responsible for academic advising and providing transfer information would be a welcome addition and an excellent investment for NMSU-Carlsbad. With the projected growth of the job placement, internship, and co-op programs, there is also a need for a part-time person who has excellent public relations skills to develop jobs and work experience opportunities for students within the local community. This position could be combined into a counselor or recruiter professional position, or a placement technician classified position.

Job Skills Unit

There is a need for better preparation of our students in the area of job-seeking and interviewing skills. This issue could be addressed by developing a class for students getting ready to graduate, incorporating a series of workshops for students to attend on a drop-in

basis, or purchasing resources for use on the multimedia computer which would allow students the opportunity to develop job search skills through self-help methods.

Outplacement Services

Because of frequent lay-offs in the mining industry, the establishment of a permanent outplacement function in the CDC should be considered. It would reduce the dependence on volunteer outplacement services in the community and provide an opportunity for additional community service for NMSU-Carlsbad.

FINANCIAL AID OFFICE

DESCRIPTION

Under the supervision of the Office of Student Services, the Financial Aid Office is staffed by a coordinator, as well as by one full-time and one part-time record technician. The coordinator prepares an estimate of operating expenses, excluding salaries and benefits, to assist the business manager in preparation of the annual budget.

RESPONSIBILITIES

The primary responsibility of the Financial Aid Office is to assist individuals who are seeking resources to finance their college education. The office conducts a series of workshops each spring to educate individuals about the financial aid process. Additionally, the staff provides assistance by reviewing the Federal Application for Student Financial Aid before it is mailed to the processor; collects the Student Aid Reports and verifying documents and submits them to the Las Cruces campus for further processing; informs students about available scholarships; and provides assistance to veterans who are applying for educational benefits.

DOLLAR AMOUNT OF AID DISTRIBUTED

The 1992-93 academic year was the first in which the amount of aid disbursed slightly exceeded one million dollars, excluding veterans benefits which are sent directly to students by the Veteran Administration and cannot be readily verified. The 1993-94 academic year noted an increase in aid disbursed. Total aid amounted to $1,325,000 for approximately 800 students. As of October 6, 1993, during the Fall 1994 semester, 455 students received approximately $594,00 in aid. Given these figures, it is reasonable to project an estimate equal to or exceeding 93-94 figures.

CONCERNS AND STRENGTHS

Reauthorization of student financial aid by Congress in 1992, initiated about several changes which extended the eligibility for federal loans to students on a non-need basis. These are known as Federal Stafford Unsubsidized Student Loans. The loan volume increased from $170,000 in 92-93 to $317,000 in 93-94.

An additional staff member has been added to the financial aid office on a part-time basis to assist with the increasing work load. Also, the office now has, computer programs in place which reduce the amount of time previously spent processing files and reports manually.

Because our campus is small, staff is usually able to greet our students on a first name basis, and students are thus comfortable dealing with staff members. Also, the financial aid staff is familiar with various agencies within the community which are available to assist students in areas outside the normal scope of student financial aid. The staff is willing to provide referrals for students as the need arises.

FINANCIAL AID

Financial aid is offered to students in a variety of forms, including, but not limited to:

> Federal Pell Grants, Federal Supplemental Educational Grants (SEOG), State of New Mexico Student Incentive Grants (SSIG), Federal College Word-Study, New Mexico College Work-Study, Federal Stafford Loan (Subsidized and Unsubsidized), Federal \Perkins Loans, New Mexico Job Training Partnership Act (JTPA), New Mexico Department of Labor Trade Adjustment Assistance Program (TAA), Veterans Benefits, and various Scholarships.

In the past, the Federal Pell Grant was considered the base upon which a student's financial aid was built; however, with the extension of eligibility for loans on a non-need basis, many students who were ineligible for an aid in the past, may now apply for and receive aid (loans). New Mexico has had a non need based work-study program in place for many years, but some students who were employed and attempting to complete their education found this type of aid impractical for their particular situations.

Each program has various levels of eligibility. Pell, SEOG, and SSIG funds are directed to the neediest of students. At NMSU-C, the staff attempts to provide a meaningful amount of aid to students. If a student has unmet need, full consideration is given to that student for additional aid.

The rationale behind this practice is that it doesn't do much good to award "just enough aid" to cover tuition if the student cannot attend because of lack of funds for books, transportation or child care.

LIBRARY AND MEDIA CENTER

FACILITIES

The space utilized for on-line literature searches, and CD-ROM searches was expanded in the Fall Semester of 1994 to accommodate not only seven new CD-ROM resources, but to make possible the implementation of in-house access to OCLC's First Search on-line database service on four new networked terminals. At present, 43 database titles exist in this OCLC service, and 500 passwords have been purchased. The same four networked terminals will also make Telnet available to NMSU affiliated patrons as well as access to the on-line resources available on the NMSU Las Cruces library "OLE" network. For example, the PAN "OLE" selection covers 900 additional titles not indexed on NMSU-C's in-house CD-ROM resources, though it only provides coverage over a three year period. The library has continued EasyNet online access, which covers 900 databases, as a back-up since there is no monthly fee for such membership. The hours the facility is open have been expanded to cover Fridays from noon to 5PM.

COLLECTION AND CIRCULATION:

In the Fall of 1994, for the recent IPED report, the shelf list was again counted and resulted in holdings of 19,764 titles (21,948 volumes), 251 subscriptions and over 500 non-print items. A column, headed 1994, has been added to the tables submitted in the 1992 report to reflect this new data. Other interesting statistics, which reflect an increase in utilization, are as follows: in FY94, a total of 30,944 people entered the Library and Media Center, whether to use it as a study hall, or to identify/obtain needed resources. Due in part to the nursing videotape collection, as listed on their syllabi, being added to the reserve collection, that category on the IPED Report saw a dramatic increase in utilization. The demand for interlibrary loans during the FY 94 increased to 534 requests. Thus, the trend towards less reliance on in-house collections, and more use of off-site resources has continued. The campus has also continued its Full membership, which was first joined in FY 92, in OCLC's Interlibrary Loan and Cataloging Services. Indeed, such Full membership is crucial, since it is the only method available to users on campus for obtaining information in a timely manner, with minimal impact on classified staff. The majority of resources are identified in the CD-ROM and through the online database searches. From the OCLC annual statistics, it

takes staff nearly nine days following a request for the interlibrary loan to arrive.

STAFF AND NETWORKING:

In FY 95, the classified staff in the Library and Media Center was increased by 1 FTE. This was necessary to meet the anticipated increase in staff/patron supervision on the new CD-ROMS, OCLC First Search online databases, and other networking activities that the purchase of the additional workstations and Internet access would generate. Having this employee available will also facilitate the cross training of library staff on OCLC services. As a full OCLC member, the library must no longer rely on less efficient tax and joint membership agreements with other academic libraries in the State, which often presented preexisting restrictions on the number of pages that could be faxed or mailed, or the number of requests/student/day that would be filled. The campus is now largely free to set the "limits of service" offered to NMSU affiliated patrons. To date, no limit exists concerning the number of interlibrary loan requests patrons can request.

SUMMARY

The Library and Media Center has been able to continue to expand its available services and resources, its level of staffing, and its hours of operation since the 1992 visit by North Central. A comparison with the latest ACRL "Standards for community, junior and technical college learning resources programs" indicates that for FY 95 the library approximated the "Excellent" rating in budget expenditures (8.4% of "I"; recommended is 9%). In turn, the library did reach the "Excellent" rating for collection size in relationship to its student FTE. In addition, the general public is welcome to use the in-house CD-ROM resources, the expanded Microfilm collection, and continues to have limited access to the book and magazine collection.

BOOKSTORE

PHYSICAL FACILITIES

The bookstore is located on the ground floor of the main building near the business office. The attractive area of approximately fifteen-hundred (1,500) square feet includes a small office and storage room. The bookstore was remodeled in the Fall of 1987 to incorporate more floor space for displaying merchandise.

To facilitate operations, a computer system was purchased by the bookstore in the Spring of 1990. This system utilizes such programs as textbook management software, word processing, and inventory. Two (2) cash registers are used

daily, one for each full-time bookstore employee. These machines are especially useful during peak rush periods.

STAFFING

BRANCH BOOKSTORE MANAGER

This position manages all phases of the bookstore operations. He/she also performs administrative and supervisory duties.

SALES CLERK II

One full-time and one half-time employee assist customers, handle money transactions, and process merchandise for stocking, sales, and displays. They also perform other duties as assigned.

ADDITIONAL PERSONNEL

A work-study provides additional staffing throughout the semester. During registration and related rush periods, additional personnel are employed on a temporary basis to handle increased sales and traffic.

BUDGET

The bookstore is institutionally operated. If a profit is made in one year, it is held in a fund balance account in case of losses in future years.

Table 3: Bookstore Budget

YEAR	ALLOCATION
1985-86	$ 110,000
1986-87	$ 160,000
1987-88	$ 170,000
1988-89	$ 230,000
1989-90	$ 270,000
1990-91	$ 290,000
1991-92	$ 350,000
1992-93	$ 380,000
1993-94	$ 404,533

OBJECTIVES

The bookstore will strive to provide materials and services required by the various members of the campus community. Also, the bookstore offers a limited variety of collegiate clothing and gift items.

In order to prepare for student needs per course, the bookstore provides faculty with a textbook adoption form for each offered course. These forms are also submitted to faculty for updating each semester. The bookstore queries faculty concerning special supplies the students will need to successfully complete a course and strives to stock those supplies.

SERVICES/OFFERINGS

As the bookstore has grown in the recent years, more merchandise and services are available to the students, NMSU employees, and the community. These include a book buy-back program at the end of each Fall and Spring semester.

STUDENT SATISFACTION

No student data prior to 1995 spring semester.

STRENGTHS

- Attractive facilities in which to display merchandise.
- Merchandise variety.
- Book buy back at end of each fall and spring semester.

WEAKNESSES

There is a shortage of space for textbook processing and shelving at the beginning of each semester when shipments are arriving on a daily basis.

Small storage space limits the ability to purchase in bulk, thus causing more time necessary for placing multiple orders, in some cases buying power is limited and visibility of stock in storage is limited.

Lacking current information on customer satisfaction.

Solutions to weaknesses are addressed under growth.

GROWTH

Upgrade current inventory system to point-of-sale.

Enlarge the bookstore to include additional space for a receiving area and dock, space for storage and shelving books, a staff work area that is convenient for greeting customers, and an expanded office area.

The Bookstore is currently researching information for a service quality survey.

METHOD OF DECISION MAKING

The bookstore manager is given broad supervision by the Assistant Provost of Business Affairs. The manager supervises all bookstore staff.

Purchasing of merchandise is based on historical sales of the items. Stock is based on the required supplies and books for students. Specialty items are not stocked unless the bookstore manager understands that there will be a demand for that item.

ACCOUNTING PROCEDURES

The Bookstore follows accounting procedures established by the main campus in Las Cruces.

THE LEARNING ASSISTANCE CENTER

I. Overview

The Learning Assistance Center was first established at the NMSU-Carlsbad campus during the fall semester of 1981. Since the time of its inception, the Learning Center has experienced a pattern of steady growth and expansion. Evidence of this is provided in other sections of this document. Learning Center operations continue to be supported by both direct and indirect (shared) contributions from New Mexico State University and the State Department of Vocational-Technical Education. State funding authorization derives from the Carl Perkins Act and Amendments of 1990 (P.L.101-392), and program funding awards result from a formula-based R.F.P. process.

The Learning Center's mission and goals are reflective of the institutional commitment to maintain programs and services that provide the assurance of equal access and learning opportunity to all educable adults within the identified service area. Goal compliance is evidenced by the actual offerings and the proactive efforts that the Learning Assistance Center (and the college) regularly provide - to enable adult entrants to achieve their individual vocational or academic goals. Primary (on-going) activities provided by the Learning Assistance Center to accommodate the many diverse needs and interests represented within this area include - entry placement testing and orientation of all new (first-time) college entrants; testing of all new Adult Basic Education program entrants; providing tutorial support services to all college enrolled vocational or "at risk" students upon need or request; providing any needed transitional services required to facilitate a future college enrollment by "non-traditional" or otherwise disadvantaged entrants; providing GED prep. training; providing needed support services for Special-Needs (disabled) entrants; providing needed or requested faculty support; and participating in college or community program development/implementation efforts.

Operating on a budget of approximately $100,000 per year as the "soft money" contribution from the state and federal government, the Learning Center effectively and directly serves an average of 500 adult student participants each semester (fall/spring) - excluding the number of individuals tested each term. Also, Learning Center staff and programs regularly provide training or assistance to clients from all major services agencies within the community. In addition, the Center works collaboratively with the other important service or training areas of the college (i.e., the ABE Program, the Career Center, and the Financial Aid Office) to maximize its customer assistance potential while striving to address the holistic personal development (or assistance)

needs of those it serves. Consequently, the services, processes, or systems utilized within this area are focused on completing a "full-service" loop with each (or any) new entrant. As a result, the identification, recruitment, assessment, training, and transitioning of all entrants become the objectives by which the campus defines and measures its outcomes and level of success.

II. Facility

The Learning Assistance Center is located on the second floor of the Instructional Center Complex at NMSU-Carlsbad. First occupied in the Fall of 1988, the Learning Center occupies 3,240 square feet of space. Although the size of the facility has been adequate to meet the needs, recent enrollment and use trends clearly indicate that overcrowding may occur soon.

III. Equipment and Programs

The Learning Assistance Center is well equipped to accomplish its mission and goals, particularly in those areas that relate to student training and assistance. Beyond the institutional resources that this college regularly provides or makes available to students and faculty, the Learning Assistance Center itself houses a number of valuable learning support tools to help students achieve their personal learning goals.

The Center has a wide array of equipment and machinery available to address different purposes or needs. Among the primary equipment resources provided are the following: computers (both Apple and IBM), cassette/recorders, TV/VCR units, contained reading machines, a visualtec print enlargement machine, an "eye-trac" diagnostic reading machine, audio-filmstrip review units, typewriters, scantron equipment, computer printers, a computer keyboard for the disabled, a TDD machine, a cassette copier, a mita copy machine, a closed-caption decoding unit, and a time clock. Other furnishings, such as files, desks, cabinets, and tables, commonly found in learning labs of this type are also in evidence.

Different program units within the Learning Center offer multi-level learning options as well as learning modality choices. Learning units ranging from basic skills support materials (ESL to college level) to Vocational Prep offerings are available to students. Specific material types include videos, cassette presentations, workbooks, textbooks, computer disks, filmstrips, professionally made tests, surveys, faculty guides, and prepared activity sheets and handouts.

Learning Center equipment and program needs are reviewed each year in an effort to assure that the student support and resource base within this area remains current and relevant. The institution regularly subsidizes LAC equipment or

materials needs by way of its voluntary contributions. Detailed equipment and program inventories are available for review in the Learning Center office upon request.

IV. Institutional Contributions

The college locally provides many "in kind" or program enhancement contributions in support of the Center's goals and activities each year, both direct and indirect. Examples include employee salary contributions, employee benefit contributions, space provision, equipment supplements, training assistance, overhead cost contributions, and general supervision.

V. Identified Goals and Objectives

The following goal and objective listing effectively defines the Learning Assistance Center's mission in terms of its present focus, priorities, and products:

- Provide (basic) academic and vocational training as well as learning access and opportunity to all skills-needy entrants regardless of status
- Advertise all LAC based programs, services, or offerings throughout the community each semester (student documentation required)
- Provide reasonable and appropriate assistive services to qualified Special-Needs entrants or students
- Conduct Basic Skills entry testing and assessment for all new college students - credit and non-credit program enrollees alike
- Provide multiple learning-training options to all new or returning participants
- Provide direct academic-vocational support tutoring for all students upon need, referral, or request
- Conduct new student orientation sessions for all first-time entrants
- Identify, recruit, and train disadvantaged community adults who are either self or agency referred
- Provide and maintain needed program and equipment resources for student use or development
- Monitor and evaluate both program and worker effectiveness each semester

- Monitor, track, and evaluate participant involvements and progress

- Provide employability training and training opportunities to all unemployed or disadvantaged adults each semester

- Utilize faculty, agency, and inter-departmental referral systems to enable entrants to access any other needed services

- Provide staff training at all levels on a regular basis

- Prepare program-related summary and technical reports to share with state and university officials each semester

- Develop and maintain program and service linkages with other college-based vocational program areas each year

- Provide study skills and other college prep or transitional services and programs each semester

Note: All service, training, or programs listed are provided free of charge to all non-college enrolled entrants.

VI. The Philosophical Basis for LAC Operations

Beyond the stated goals and objectives that serve to both guide and focus the Learning Center's activities, it is the foundational value and belief system that distinguishes this program from others of its type. These values include:

- All adults have a right to learn and to access learning or training opportunities as developed or offered.

- All adults want knowledge and can learn once provided with the appropriate tools, support systems, opportunities, and encouragement needed to demonstrate their interest or ability.

- Caring, cooperation, and collaboration provide the basis for success in any learning partnership that links staff to students.

- People learn at different rates and in different ways - a reality which reflects a need for flexibility, patience, skill, and understanding on the part of any potential service provider.

- Individual attitudes and skill-level readiness are the keys to success in any learning endeavors. These characteristics also identify and define individual learning potential.

- Basic skills mastery is critical to individual success in school and in life.

- Individual testing, assessment, monitoring, and evaluation are the processes by which we identify learner progress or outcomes in quantifiable terms.

- Ultimately, all efforts, services, or training opportunities as provided to our participants must be directed toward not only the development of effective students -(now or later) but also toward the development of well-balanced and fully productive citizens as well.

VII. Credit and Non-Credit LAC Based Program Offerings (Since 1990)

A). Credit Courses and Programs

1. **C.C.D.S.110N** - Personal Learning Skills: A 1-3 variable credit offering that offers students the opportunity to gain or rebuild needed basic skills at the Freshman level, before enrolling into advanced academic or vocational program coursework. Flexible scheduling and individualized placement are important components of this offering.

2. **C.C.D.S.109** - Critical Thinking Skills: A traditional course format is provided, but the emphasis in this freshman-level course is upon the development of effective school and life reasoning skills. Thinking systems, processes, and problem-solving techniques are explored and applied in various contexts to challenge students to defend, prove, or clarify their beliefs or practices.

3. **C.C.D.S.111N:** A beginning level math prep. course with a Study Skills emphasis designed to build the skills and confidence levels of those students who either need or desire to enroll into more advanced, college-level coursework at a later time.

4. **C.C.D.S.113N:** A college prep. course designed to accomplish the same goals or purposes related to the prior class - except this one focuses on the development and review of basic English skills, not math skills.

5. **Univ 101** - This is a vocational program support tutorial offering recently developed and integrated into the Nursing and Welding curricula at NMSU-Carlsbad. Each offering has a Study Skills emphasis that is linked to the required content or knowledge priorities identified by the particular vocational area, and each is designed and

implemented to increase student success potential as the student begins to enroll for or take the degree/certificate coursework is required within the area-specific curriculum.

B). Non-Credit Course/Program or Service Offerings

1. **Study Skills Workshops and Seminars:** Conducted weekly throughout the fall and spring semesters to equip college students or other interested adults with the systems knowledge needed to promote or assure academic success.

2. **Pre-Employment Skills Training:** Weekly seminars designed and implemented to address the needs of the unemployed within the community. Focused instruction mixed with a "hands-on" approach attempts to enhance future, individual employability potential.

3. **GED Prep Training:** Individual and group instruction and training offerings provided for those who enter after they establish enrollment periods identified by the Adult Basic Education Program. The LAC is a primary site for college-based, pre-college ABE services or other transitional training.

4. **Testing and Assessment:** The LAC is responsible for all college-entry (Placement) testing for new college and non-college entrants alike. Non-college enrolled entrants are both pre and post tested during the semester using the TABE testing instrument; by contrast, new (first-time) college entrants are given a required entry placement test called ASSET - in combination with other locally preferred tests for English and Reading skills assessment.

5. **Other Offerings:** Other services provided by the LAC or its staff include - faculty support, community presentations, new student orientation, Special-Needs offerings, and assistance in the development or implementation of both State and University program priorities.

VIII. <u>Administrative Governance</u>

A. **State:** The Learning Assistance Center operates under the guidelines set forth by the State Department of Vocational-Technical Education. Funding is derived from the authorization guidelines, and procedures affiliated with the

federally approved Carl Perkins Act and Amendments of 1990. (P.L.101-392). The state formula for distributing these block grant funds is tied exclusively to the numbers of qualified financial aid recipients this college identifies and serves (Pell grants, S.E.O.G., and work study) during any given year. A process is established and a project monitor assigned at the state level to guide and oversee those projects, that qualify for funding.

B. **College/University:** The Learning Center and its staff operate under the supervision and guidance of the NMSU-Carlsbad Student Services Department, which is comprised of several different service components. Consequently, the LAC and the Center's service coordinator are directly responsible to the Assistant Provost of Student Services. In turn, all parties are both responsible and responsive to the college Provost and to designated representatives at NMSU-Las Cruces.

C. **Community:** The Learning Assistance Center coordinator has established, and continues to maintain, an advisory board composed of individuals representing 6 different areas of interest (students, businessmen, college faculty, high school faculty, school administrators, and community service agencies). This group is called to meet at least once each semester for the purposes of program review, idea sharing and collaborative service/program development.

D. **Student/Staff Review:** Each semester, both students and staff members are given the opportunity to evaluate all aspects of the Learning Center operation. Although the responses are most often positive, all parties are encouraged to assume a critical view. Any suggestions for improvement that come forth through these surveys are either acted upon immediately, or are incorporated into the college program development needs and activities to be implemented the following year.

IX. Target Populations

The identified service populations that are regularly recruited, identified, tested, trained, or served:

- Academically disadvantaged and otherwise "at risk" entrants
- Economically disadvantaged adults - community and college

- Special-Needs (disabled) students or entrants (See Appendix XVIII).
- Community service agency referrals
- Faculty referrals
- JTPA and other vocationally enrolled students
- Single parents and displaced homemakers
- Identified minority or "minority assistance" students
- "Provisional" status college students
- All new first-time college entrants (orientation, testing, and other)

X. Staffing

The Learning Center's staffing pattern has continued to reflect its steady growth and expansion. At the present time (1994), four full-time staff positions and one three-quarter time position constitute the basic operational structure. The Learning Center regularly employs eight to ten part-time tutors and another two or three part-time lab assistants each semester. Primary responsibility for Learning Center activities and effectiveness rests with the area's full-time coordinator. Presently, key program support staff positions include a full-time secretary, a full-time teaching tech. II, a full-time records tech I., and full-time (professional-level) testing/assessment coordinator, and a three-quarter time (professional-level) HELP Center Services coordinator. All of full and part-time positions are sustained through allocations or contributions derived from multiple funding sources (Carl Perkins grant funds, Institutional contributions, ABE program contributions, and state/federal work-study funds).

XI. Learning Center Organization and Linkages

The Learning Assistance Center's coordinator and staff report to the Assistant Provost of Student Services. As a major branch of the Student Services office, the Learning Center functions as a primary student recruitment, support, and transitional base for the college itself.

Important linkages that exist to strengthen the network of services made available to students or entrants on a regular basis include those presently sustained with the following offices or organizations: The Career Development Center, The Adult Basic Education Program, The Language Retraining Program, All NMSU-Carlsbad vocational programs areas, the Department of Vocational Rehabilitation, the Human Services Department, the Department of Employment, and the Carlsbad Municipal Public Schools system. These resources are important to Learning Center staff who assist students and staff in activities such as service planning, student need accommodation, staff training, testing/assessment, and service/program evaluation.

XII. Table 4: LAC Budget

Fiscal Year	Program Title	Fed/State Alloc.	No. Served
1985-86	Disadvantaged Services	$ 23,561	974
1986-87	Disadvantaged Services	$ 43,498	1061
1987-88	Disadvantaged Services	$ 40,719	1182
1988-89	Disadvantaged Services	$ 48,717	1187
1989-90	Disadvantaged Services	$ 72,633	1256
1990-91	Disadvantaged Services	$ 70,593	1299*
1991-92	Disadvantaged Services	$ 92,815	1635*
1992-93	Disadvantaged Services	$114,558	1837*
1993-94	Disadvantaged Services	$107,576	1956*
1994-95	Disadvantaged Services	$111,513 F 94	963*

* includes those tested

Notes

1. 1990 represents the year that the state/local project funding formula was changed as a result of the passage of the Federal Carl Perkins Act and Amendments of 1990.
2. Also - we began to count those tested as part of our total service number for local and NCA purposes since the testing function was once again made a part of LAC - based service activities.
3. Average direct tutorial or Special-Needs support service numbers have consistently ranged between 400-500 each semester (Fall and Spring) since 1990.

4. The LAC continues to build in or expand direct service tutorial offerings and programs into established vocational areas with the cooperation of college official and vocational faculty - a previously stated need.

XIII. Major Program Changes Since 1992

1. The upgrading of the testing position and function from a classified (clerk) position to a full-time professional-level position.
2. The change of another full-time position from a Teaching Tech. I position and function to a full-time Records Tech. I position.
3. The transfer of an existing position from the Student Services area to the Learning Center area - that of the three-quarter time HELP Center Service Coordinator, accompanied by a restructuring of duty priorities for that position.
4. A change of the full-time secretary position - that was filled by using temporary help until February 1994.
5. The designation of the Learning Assistance Center as the Special-Needs student support center for the college.
6. The organizational realignment of some service area programs at the College, recently placing the Learning Assistance Center under the administrative review of the Assistant Provost of Student Services.
7. The implementation of the "formal course" format process as a way to more directly support vocational area efforts and enrollments (*e.g.*, the Univ.101 course, a course and program-specific student tutorial offering, which is now part of the Nursing and Welding curricula).
8. An increase in program and service planning and development efforts between this program and the Student Services Office particularly.
9. The addition of LAC-based training and preparation programs for nursing students at NMSU-Carlsbad.

XIV. Program Strengths

1. The programs services and offerings (as advertised) extend many free learning and personal development services and opportunities to students and community adults within our service area, an open access consideration.
2. The program's open-entry, flexible scheduling, and personalized assistance options and opportunities help to make the LAC's offerings unique.
3. The "care factor" is an integral part of the program's philosophy and staff attitudes.
4. The selection and training processes utilized to employ and prepare program tutors (*i.e.* required teacher recommendation, scheduled training, required academic excellence) is an important quality control measure.

5. Program and staff effectiveness in the areas of student retention, new student recruitment and transitioning, and student/faculty support is significant.
6. The Center's viability and effectiveness as a college "Special-Needs" resource and support program helps to assure equal opportunity for all entrants.
7. The Center's importance and effectiveness in the areas of student testing and assessment is greatly beneficial for institutional planning.
8. The Center's importance and effectiveness as a primary student and institutional data collection area cannot be overstated.
9. The Center's record of success in student growth, service expansion, and state funding renewal each year provides a positive reflection of the area's efforts.
10. The Center's strong service and utilization linkages with other college service/training areas and most primary community-based service agencies is a very positive aspect.
11. The Center's use of a widely-representative college/community Advisory Board to guide and evaluate its operations each year demonstrates the area's viability.
12. The Center's earned respect and support from students, faculty, and both state and university officials resulting from its efforts, reputation, and "user friendly" (applied) philosophy testifies to its value to the college and the community.

XV. Program Weaknesses

1. A continuing underfunded condition relative to the Center's ability to meet increasing levels of student and community needs tends to inhibit service growth.
2. Since 1990, there has been an increasingly evident need for additional operational space. Currently, there is no room within either the LAC or the college facility to expand programs, develop new ones, or stay even with existing program offerings.
3. The addition of added computers and specialized equipment resources is badly needed - but we lack the resources to do this at the present time.
4. The lack of permanent, continuing tutors continues to be a problem. A new group must be selected and trained each semester (or year) as those in place move on to a four-year university. This detracts from LAC operational continuity and effectiveness.
5. There exists a need a sponsored program (or opportunity) for the training or licensure of any or all staff members who are responsible for Special-Needs student support or assistance. Without such, the college as well as its staff remain pre-disposed to possible legal consequences in the future.

6. The Center needs to continue to develop or expand its efforts and systems in the area of student data collection to benefit institutional program planning or evaluation efforts.
7. This program (and others) need to do more to develop more effective and meaningful high school and business linkages than now exists.
8. The Center needs to develop a more comprehensive and effective new student orientation system.
9. The Center needs to explore ways that can yield better student results or outcomes from its existing Academic Alert system.
10. The Center needs to expand and integrate its student tutorial services into all vocational program areas - given the needs and nature of the student population at this college.

XVI. Recommendations

1. Develop a unified, centralized learning and student support center at the college in any new facility to be constructed - or as part of any new space reorganization plan.
2. Given the Learning Center's limited fiscal resource base, the institution needs to help find a way to add both computers and space to any future Learning Center restructuring plan.
3. All faculty and staff need to receive comprehensive training (if not certification) in the area of "Special-Needs" assistance or service provision in the future to avoid later problems.
4. All full and part-time LAC-based staff positions are presently hired or filled on an annual "contingency" basis that is tied to the receipt of state grant funds each year. This causes concern at all levels each year because of the uncertainty of state/federal fund provision and what might happen if such funds were to be discontinued.
5. There exists a need to establish a full-time testing center operation at this college. Currently, this is a very big and important operation. It needs its own space, a larger staff, and its own funding base (institutional or other). It is now responsible of all ASSET., TABE., and GED testing each year - involving an average of 2,000 students.
6. We need to establish an institutional data center at this college to relieve the coordination and collection pressures now placed upon different program areas such as this one.
7. A better student identification and "feeder" system needs to be developed and implemented to assure and facilitate ABE level student transitioning into the LAC (for college prep. training) or into the college.

8. We need to gain institutional approval or commitment to support a stabilized or full-time tutor force (on at least a limited basis) to eliminate the impacts of tutor quality and transiency between semesters.
9. We continue to need to develop more resources to identify, recruit, and involve more non-traditional adult learners in the areas of math and science.
10. Part-time or adjunct instructors yet need to utilize or become more involved in LAC resource systems.

XVII. Projections

1. The Learning Center's participation/service level continues to increase at a growth rate of about 5% each year. This means that more space will soon be needed to accommodate future growth.
2. We live in a increasingly complex society which demands a high level of flexibility accompanied by the availability of multi-dimensional resources. The Learning Center will soon no longer be able to keep pace with either trend without additional assistance.
3. The Learning Center and the institution will continue to grow in numbers and effectiveness as more community adults come to realize the importance of education and training as both relate to human survival and individual progress in the modern world. The center and the college are now diligently preparing for this contingency as we move rapidly toward the Year 2000.
4. The Learning Assistance Center will continue to reflect the overall health, status, and viability of the college itself in the years to come because of the important role it has in identifying, training, saving, and transitioning students at this college.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Community Service and Continuing Education Programs (CS/CEP) is devoted to providing credit-free and credit offerings at the College. Although it operates under the auspices of the institution and shares in its resources, the program is not bound by the traditional parameters of time, fees or transcripts in serving its students. In some instances, the program creates its own program structure; in others, it serves as an agent or liaison for other institutions and organizations.

Historically, this program began in the mid-1970s and was called Adult Education. In 1981, the program's title was changed to Community Interest, but its focus remained the same -- offering credit-free, personal enrichment courses to the general public. In 1990, the program was reconfigured to add two responsibilities: distance education and graduate education. Because the program also would be working now with credit courses, its name was changed to its present title to reflect its expanded role. In 1992, the program added business and industry relations to its portfolio, and alone or with other campus offices, it began to offer contract training to local clienteles.

The components of Community Service and Continuing Education can be characterized as follows:

Community Service

This division's mission is to deliver a wide variety of personal enrichment courses, at affordable prices, to satisfy the non-academic learning needs of its students. Whether to learn a hobby, gain a practical skill, gather with old friends or meet new ones, these courses are designed to be informative and fun. They are offered at convenient times with qualified instructors. There are no grades or tests. In addition to our adult classes, the program also offers classes for our young learners after school and during the summer. Although our instructors are not required to possess academic credentials, their qualifications are reviewed and discussed with the coordinator to help ensure their suitability for the program.

Listed below is a sampling of courses offered since the 1991 - 92 academic year:

Arts

1. Watercolor Techniques
2. Calligraphy
3. Sculpture
4. Photography
5. Pastel Painting
6. Photographic Portraits
7. Travel Photography
8. Portraits in Pastel

Business and Professional

1. Real Estate as a Career
2. Lotus 1-2-3 for Small Business Professionals
3. How to Manage a Small Business
4. Developing a Business Plan

Computer Skills

1. Intro to Computers
2. Intro to WordPerfect
   Desktop Publishing with Pagemaker

Cooking With Class

1. Cake Decorating
2. Creating a Gingerbread House
3. Feasting With Your Eyes
4. Nutritious and Delicious
5. Christmas Gifts of Food
6. New Year's Eve Extravaganza

Crafts and Skills

1. Beginning T-Shirt Painting
2. Intermediate T-Shirt Painting
3. Floral Design
4. Basketweaving
5. Pottery
6. Whittling
7. Upholstery
8. Automotive Maintenance & Repair
9. Woodworking
10. Bicycle Maintenance & Repair
11. Fabric Painting

Dance

1. Country Western
2. Line Dancing
3. Jitterbug
4. Square Dance

Especially For Young Learners

1. Chess
2. Spanish
3. Jazz Dance
4. Judo
5. Pottery
6. Drama
7. Science Camp
8. Golf
9. Cartooning
10. Drawing on the Right Side of the Brain
11. Kids in the Kitchen
12. Voice Techniques
13. Tumbling
14. Babysitting Clinic

Language

1. Spanish
2. German

Money Matters

1. Investments
2. Income Tax Preparation
3. Making Money in the Stock Market

Music

1. Chord Approach to Piano
2. Music Enjoyment
3. Vocal Techniques

Personal Awareness & Family Life

1. Meditation
2. Self -Hypnosis
3. Coping with Change
4. Family History
5. Writing an Autobiography
6. Achieving Personal Change through NLP
7. Living with Loss

Physical Fitness, Recreation & Safety

1. Aerobics
2. Cave Exploration
3. T'ai Chi Ch'uan
4. Rappelling
5. Dog Obedience
6. High Angle Rescue Techniques
7. Handgun Safety
8. Motorcycle Safety

Table 5: Community Service Courses and Enrollments 1991-1994

ACADEMIC YEARS		FALL	SPRING	SUMMER	TOTAL
1991-92	COURSES	12	15	17	44
	ENROLL:	180	213	243	636
1992-93	COURSES	17	24	20	61
	ENROLL:	158	233	186	577
1993-94	COURSES	19	18	17	54
	ENROLL:	187	221	136	544

Continuing Education

The Continuing Education division facilitates on-site and distance learning for masters of education and bachelors of science in nursing programs. In both instances, the division is not involved with curriculum development nor the selection of courses: rather, it serves as a local liaison for sponsoring institutions.

To provide graduate level courses to the school district's teachers, NMSU's College of Education at Las Cruces offers the masters program. The division has been responsible for its admissions and registration procedures since 1991. In the same year, the community service division at NMSU-C was also requested to serve as a downlink site for the upper division courses offered though the University of New Mexico's College of Nursing. These offerings are made available for health care professionals who work at the local hospital or in health-related agencies.

Table 6: Continuing Education Credit Courses and Enrollments 1991-1994

ACADEMIC YEARS		FALL	SPRING	SUMMER	TOTAL
1991-92	COURSES	4	4	6	14
	ENROLL:	125	97	218	441
1992-93	COURSES	4	4	4	12
	ENROLL:	106	69	120	295
1993-94	COURSES	4	5	4	13
	ENROLL:	60	68	90	218

A second component within the Continuing Education division is an array of credit-free professional development courses. These include offerings for realtors to maintain their licensure, for small business owners to develop their knowledge and skills and contracted computer training for Westinghouse employees. The division works closely with the local board of realtors, the Small Business Development Center and Westinghouse representatives to provide these offerings.

Table 7: Profession Development, Credit-Free Courses and Enrollments 1991-1994

ACADEMIC YEAR		FALL	SPRING	SUMMER	TOTAL
1991-92	COURSES	4	2	3	9
	ENROLL:	98	44	44	186
1992-93	COURSES	20	34	38	92
	ENROLL:	229	308	308	845
1993-94	COURSES	20	23	14	57
	ENROLL:	163	187	74	424

The third component of the division provides teleconference events for participation by staff or community organizations. When requested by either of these groups, downlinking services are provided for live presentations on-campus or, they are taped for later use. The information below illustrates only those events which were conducted for live audiences.

Table 8: Videoconferencing Events and Enrollments 1992-1994

ACADEMIC YEARS		FALL	SPRING	SUMMER	TOTAL
1992-93	EVENTS	0	9	0	9
	ENROLL:	0	119	0	119
1993-94	EVENTS	0	0	3	3
	ENROLL:	0	0	28	28

Program Administration and Structure

The program's coordinator reports directly to the campus provost and supervises one classified staff member and approximately 15-25 instructors per semester. The Community Service division and the credit-free portions of the Continuing Education division are self-sustaining, with course fees covering the program's direct and promotional costs. These fees are based on an estimated number of students. The decision-making process in offering courses is based on suggestions received from students, the community and instructional staff.

To help ensure course quality, instructors are given a course proposal packet, which includes a course proposal form and syllabus form. Classes which run more than three sessions are required to have a syllabus. This accomplishes three important purposes. It assists the instructor in accurately outlining learning outcomes and the methods by which this will occur. Secondly, it gives the student a map of how the class will be delivered and what he can expect. Finally, it provides the promised objectives as written in the course description.

Classes that run longer then three sessions are also evaluated through the use of student satisfaction surveys. For young learner classes, conversations are held with the students or their parents to see if expectations are being met. It should be noted that the program will offer refunds in those classes where any students are dissatisfied. As a measure, the program averages only one refund per academic year.

Physical Facilities Description

The program has access to any of the College's facilities which have not been previously reserved for academic credit courses. There also is office space for the coordinator and the classified staff member. A serious constraint effecting

program growth is the lack of classroom space. The College's credit enrollments and classes are expanding, resulting in fewer rooms for the program's use. Because course fees reflect program costs, renting external space would result in fees which are too high for our students and would subsequently result in cancellation of those classes.

Program Budget

The program's budget has grown significantly to reflect the expanded number of courses in each division.

Table 9: Budgets for the 1991-94 fiscal years

Fiscal Year	Budget
1991 - 92	$ 30,000
1992 - 93	32,500
1993 - 94	41,400

Program Developments Since 1992

The scope of offerings within the program, and their attendant responsibilities, have grown considerably since 1992. The addition of the graduate and distance learning components is one reason for this. But the coordinator's duties involving the community service division has occupied the majority of his time. Ensuring quality in the development and promotion of the program's credit-free courses, their descriptions, syllabi, and evaluation process has left little time to expand offerings.

As these responsibilities had increased, the need for an assistant became more apparent. In the Summer of 1994, the College was approached by the Elderhostel Program's State Director. The Director was inquiring as to whether the Institution would be willing to assume sponsorship of a local Elderhostel site, approximately 30 minutes away from campus. The present sponsor would be relinquishing its support after 1994. The College agreed to assume sponsorship, and the program will become another component under CS/CEP in January, 1995.

This most recent addition of programmatic responsibility resulted in the creation of a new position: Assistant Coordinator of CS/CEP. This individual will have direct supervision over this program, but also will oversee the operational aspects of the program's other components and assist the coordinator with program planning, development and

promotion. The assistant's projected starting date is by December 1, 1994.

Strengths

1. Offers a wide variety of courses serving a diversity of community residents

2. Serves as an entree' to the College for nontraditional students

3. Networks with community agencies, institutions, and the Small Business Development Center to provide courses

4. Enjoys good rapport with other programs within the College

5. Experienced and trained faculty who bring a large spectrum of talents and skills to the classroom

6. College facilities and resources support program

7. Non-credit courses are evaluated as a unit which allows for high profit courses to help cover expenses of low profit courses

8. Courses are competency-based with increased accountability through the development of syllabi and student evaluations

Concerns

1. Requires additional classroom space as a result of increasing credit and non-credit enrollments.

CHANGES IN ACADEMIC ADMINISTRATION AND PROGRAMS SINCE 1992

Changes in Academic Administration.

Following the visit of the NCA evaluators in 1992, the Associate Provost for Instruction resigned. A new Associate Provost was recruited nationally, and was appointed to the post in mid-November of 1993.

Role of the Associate Provost for Instruction.

The Associate Provost for Instruction serves as the chief instructional officer for the administration of academic affairs and associated personnel, consisting of nearly 30 FTE tenured/tenure-track faculty, approximately 75 college instructors (*i.e.*, adjunct faculty), and 4 administrative support staff. Responsibilities include oversight of (1) the general operation, planning, and budgeting of academic affairs; (2) instructional policies; (3) the curriculum; (4) campus-wide assessment activities and the collection of related data, (5) regional and professional accreditation (6) selecting, certifying, hiring, assigning, and evaluating faculty; (7) editing the catalog, semester schedules, and faculty handbooks; and (8) scheduling courses and developing new programs. The Associate Provost also assumes duties of the Provost in his/her absence, or as designated.

Six *Initiatives* To Drive the Academic Mission.

Because the general mission of a community college and branch campus is academic -- *i.e.*, to provide undergraduate courses leading to certificate and associate degrees, and to provide lower level undergraduate courses for students pursuing a baccalaureate degree at the parent campus in Las Cruces-- it became keenly apparent that the academic mission must serve as both the map and driver of all new directions to be embarked by the college. Thus, in December of that year, the new Associate Provost introduced a proposal for the implementation of *Six Initiatives* to serve as "maps" to "drive" the academic mission; the proposal was reviewed by the faculty at-large and accepted in February of 1994. Although the *Initiatives* were proposed for full implementation by the Year 2000, the campus' accomplishments of the tasks associated with the *Initiatives* are, to date, impressive:

> *Initiative One: Initiate and implement a comprehensive, and continuous planning and budgeting process intended to inform and involve all stakeholders in creating and realizing a preferred future for NMSU-C.*
>
> Status: In the Spring of 1994, the Associate Provost met with the faculty to introduce them to a tested process of continuous quality improvement (*i.e.*, TQM-Plus) and

encouraged them to approach change futuristically, to utilize data and demographics to predict trends and developments, and to in turn develop a vision, strategies, and time lines for realizing a preferred future by the Year 2000. As a result, each academic program, or a grouping of related programs, (1) scanned their external environments for trends, events and developments which might impact the curriculum and services currently offered by the college, (2) reviewed their assumptions about the future and the probable influence of external forces in terms of the campus' strengths and weaknesses in preparation for change, and (3) developed goals, tasks, and time lines appropriate to changing the current status quo.

In the Summer of 1994, the heads of all administrative units across the campus met in retreat to develop their visions, strategies, and time lines in tandem with the processes adopted earlier by the faculty and academic affairs. One outcome was a process initiated and implemented during the spring and summer of 1994 for campus-wide planning and budgeting; a visual reminder of this on-going process is the posting of signs across the campus which repeat the various vision statements for viewing by all users and visitors of the campus. The signs both communicate and hold accountable the realization of the campus' collective visions for the Year 2000.

Initiative Two: ***Implement a system to improve communications between administration and all constituent groups.***

Status: Within the first weeks of her arrival on campus, the new Associate Provost for Instruction met individually with the faculty of every academic program and invited comments concerning the need for change. One suggestion was the need to communicate deadlines and tasks of the faculty in advance; the Associate Provost developed a master calendar for academic affairs and distributed it to all faculty, college instructors, and administrative offices; the calendar is updated and distributed monthly.

In addition, the Associate Provost submits proposals for change to the faculty at-large for their information, and then submits the proposals to the campus' Steering Committee for review, response, and recommendation for adoption. All communiqué which is developed outside the regular workweek of the faculty, is sent to their residences so they may be informed of any meetings, proposals, or deadlines far in advance of the events and their dates. The faculty and other staff are also

encouraged to read the student newspaper, which has been recast into a standard newspaper format and is now published and distributed campus-wide in accordance with an established calendar; the newspaper strives to include news of importance and interest to all constituents of the campus, and includes reminders of the academic calendar.

Prior to the new Associate Provost's arrival, no formal process was in place for informing college instructors of their assignments each semester, nor for informing them of their obligations for meeting classes, submitting book orders to the bookstore, obtaining permission in advance of canceling and rescheduling classes, creating standardized syllabi in advance of the first day of classes, scheduling final exams, and indicating their willingness to teach the courses and sections assigned. During the Fall of 1994, the Associate Provost developed *Letters of Agreement* which are sent regularly to college instructors to inform them of their course assignments and obligations each semester, and to solicit a signed recognition of the conditions of their employment; the *Letters* are also issued to all full-time faculty and college instructors for the assignment of Interim and Summer course loads. In addition, the names of assigned college instructors are included in the semester schedules and enrollment data files as soon as their *Letters* are signed and returned to the Associate Provost.

The Associate Provost has also distributed surveys to the current pool of college instructors, as well as selected past college instructors, to solicit their interest in continuing to teach for the college, and to solicit their preferred schedules for teaching. Responses are kept on file and updated by the Associate Provost's staff.

To keep all faculty and college instructors informed of the proposed changes in academic affairs, the Associate Provost has distributed minutes and agenda of all full-time faculty meetings, as well as the proposals for academic initiatives and organization, to all full-time faculty and college instructors. Full-time faculty and selected staff also attend the meetings of all college instructors, held at the beginning of each semester, to inform the college instructors of the services available to their students, to inform them of their academic responsibilities, and to introduce them to their academic cluster leaders and each other.

In the summer of 1994, candidates for five faculty posts were invited to campus. Prior to their arrival, the Associate Provost proposed a system for dividing the work of screening the applicants into two types of committees:

the first type, titled *The Screening Committee*, was comprised of full-time faculty engaged in teaching courses during the Summer 1994 semester, who would be available on campus to participate in committee work, who represented the general disciplines seeking new faculty, and who were willing to serve, with alternates, in screening all applications, conducting reference checks, and recommending candidates for further consideration; the second type, consisting of five separate committees and each titled as a *Focus Committee* for the specific position (*e.g.*, Focus Committee for English/Composition Position), was composed of the full-time faculty and college instructors of the discipline associated with the specific positions. In the case of the faculty position for Social Sciences and Global Studies, members of Carlsbad's economic community also served as members of that particular focus committee. The chair of each *Focus Committee* also served as a member of *The Screening Committee*. Although the Associate Provost for Instruction made initial contact with the candidates to invite them to their respective interviews, and made arrangements for their travel and instructional presentations, the selection of candidates was the sole and collective decision of the *Screening* and *Focus* committees. The campus-at-large, and specifically students, were invited to meet the candidates, to observe their teaching demonstrations either in person or on video, and to make any comments known to members of the *Screening* and *Focus* committees. Following each candidate's interview and teaching demonstration, the Screening Committee and respective Focus Committee separately evaluated the candidates; the Focus Committees each submitted their evaluations to the *Steering Committee* for consensus, and recommendations, indicating both the strengths and weaknesses of each candidate, were forwarded to the Associate Provost for Instruction. Negotiations of employment were then initiated between the Associate Provost and the selected candidates, the results of which were communicated immediately to the chair of *The Search Committee*, and later--following the review of all affirmative action procedures and other personnel action--to the chairs of the respective *Focus Committees*.

Lastly, the Associate Provost introduced a plan for organizing the academic programs and faculty into "clusters". The cluster leaders meet on a regular basis with the Associate Provost to offer advice on academic policies and procedures, the course schedules, curriculum, and faculty assignments. The cluster leaders, in turn, call meetings of their associated faculty and distribute information and invite response to the Associate Provost's suggestions or requests. Issues

currently before the cluster leaders include the development of guidelines for peer evaluations, selection of graduation speakers, development of the 1995 Summer and Fall schedules, catalog revision, and budgets for FY 95-96.

Initiative Three: ***Create a triad of excellence in instruction, scholarship and public service by reinvigorating and reforming the college's curriculum and by redefining the role of faculty and students in creating and maintaining an environment which promotes excellence in the triad.***

Status: In addition to organizing all academic programs into four primary clusters which serve students with common needs, from recruitment and advising, through graduation, a number of changes have been made in the curriculum offered and planned at NMSU-Carlsbad.

In the Fall of 1994, the curriculum included honors courses which are team-taught by faculty and college instructors, and which transfer directly to the honors program at Las Cruses.

Curriculum changes proposed since the Spring of 1994 currently effect, or will soon effect the computer science, electronics technology, environmental sciences, nursing, and secretarial administration programs positively in terms of realigning the titles and content of specific courses with the specific competencies and skills needed by the graduates of programs in those disciplines. Consequently, courses associated with the certificate and associate degrees in computer science and technology have been revised to incorporate additional instruction in technical and programmatic competencies and skills; the collection of courses required for completion of the associate degree in electronics technology has been expanded in order to provide students with a greater selection of curriculum which, in turn, will permit them to individualize and so tailor their academic preparation to the changing needs for a trained workforce in and around the Carlsbad area; the radioactive and hazardous materials program has been recast as an environmental sciences and technology program to better address the needs and expectations of the State's employers; the nursing program has developed new curriculum to better meet the unique needs of Carlsbad students for immediate placement; the secretarial administration program, in consultation and cooperation with the nursing program, has introduced a new course to recast current offerings into a special emphasis in Medical Records Transcription.

In addition, the campus is currently developing a proposal for the full implementation of both a certificate and an associate of applied science degree program in Fire Safety. If adopted, as proposed, the program will be offered in consortium with the State's Fire Academy and other public and private postsecondary institutions in the delivery of curriculum needed by professional and voluntary firefighters for certifications required for employment, and as an alternative route to the completion of academic courses towards a baccalaureate degree in Fire Safety.

New full-time faculty have been introduced to the Carlsbad community through the *Carlsbad Argus;* each article has included a photo, accompanying biographical information, and the academic credentials of each faculty member.

Initiative Four: Ensure excellence in faculty development and scholarship by implementing a plan and process for identifying and ranking faculty development activities which promote the institution's realization of its preferred future.

Faculty members have been invited to serve on one of five task forces created since August of 1994; representatives from each cluster participate on behalf of their cluster as well as part of a team which informs the campus as a whole. To date, faculty serve on the following task forces: (1) Critical Thinking, (2) Innovative Technology, (3) New Faculty Orientation, (4) Faculty Development, and (5) Wellness (*Desert High*). The first two task forces support the faculty in identifying and incorporating criteria for critical thinking in the curriculum and their assessment plans/ processes, and in support of the campus-wide graduate outcomes specifically addressing critical/creative thinking and computer/information competencies. Members of the Critical Thinking and Innovative Technology task forces were sent as groups of faculty to nationally-sponsored workshops and conferences addressing the respective topics, and returned to the faculty with both information and proposals for implementing changes on campus; each task force has addressed at least one meeting of all faculty, and will be scheduled throughout the remainder of the academic year to present progress reports, as well as proposals for individual cluster and/or campus-wide initiatives related to their topics. To date, the Innovative Technology task force has presented a technology-fair on campus for all faculty, and has offered demonstrations in technology utilized by colleagues and staff currently; special time was also dedicated to the provision of on-campus instruction on

the uses of and access to *Internet*. As a part of the all-faculty meeting agenda for February of 1995, the Critical Thinking, New Faculty Orientation, and Wellness task forces are all scheduled to introduce plans for implementing changes in their respective areas.

The faculty has been polled and voiced its decision, unanimously during an all-faculty meeting, to consider applications for sabbatical projects and leave. Additional projects are contracted with the faculty during summer to augment their income, and to provide them with time to conduct research in subjects of mutual concern to the participating faculty and the campus.

In an effort to expose the degree of faculty excellence on this campus, the faculty who lead the development of the campus' current assessment plan and processes were encouraged to submit a proposal to report their plan for full implementation and evaluation of the graduate outcomes and related assessment models at the next annual meeting of the North Central Association. Their proposal was accepted and they will travel to Chicago in March of 1995 to make their presentations. They have also been encouraged to replicate the same or enhanced presentations at conferences and workshops sponsored inside and outside New Mexico whenever possible.

Faculty have also been encouraged to participate fully in the development of their academic budgets. The personal goals and objectives statements submitted annually by each full-time faculty member include faculty development; in the Fall of 1993, the faculty were instructed to tie their goals and requests for faculty development to the campus' general academic outcomes assessment plan, as well as areas of need for retraining associated with changes in the curriculum and faculty appointments.

A record of all travel associated with faculty development is maintained in the Office of the Associate Provost for Instruction, and reports of the expenditures-to-date in that category are forwarded to the clusters quarterly.

Additional release time and expenses have been approved for retraining selected faculty in welding and nursing, so they may attend regular classes offered by other colleges and universities in New Mexico and Texas.

Lastly, the Provost has led a statewide program for the development of leaders in higher education. Beginning in the Spring of 1994, faculty and staff were invited to submit applications for release time and expenses to

participate in a community college leadership program. Both the Provost and the successful candidate meet with their counterparts across the State, monthly, to discuss issues important to higher education, and to provide mentorship as the "emerging" leaders proceed in developing their new skills on their host campuses.

Both administrative and classified staff are provided release time and expenses to participate in activities and conferences designed to assist in their professional growth. Activities range from participation in statewide conferences and classes in and outside of Carlsbad, to meetings with colleagues who wish to focus on a topic of common interest.

Faculty and staff who participate in development activities are invited to address the campus formally during regularly scheduled all-faculty meetings, or at special forums, to present their findings and recommendations gained as a consequence of their involvement.

Faculty excellence is also recognized formally by the students, in the form of the Donald C. Roush Excellence in Teaching Award, which is awarded annually based on votes cast by recent graduates, as well as recommendations of the faculty and administration on campus. The award includes monetary compensation and expenses for travel to a national conference to participate in a presentation of the NISOD Excellence Awards. The successful faculty member is honored both on the Las Cruces campus, with other honorees, and on-campus at a special appreciation dinner held in the Spring of each year.

Other faculty and staff are also honored annually at a special appreciation dinner. Special awards and pins, recognizing employment longevity with NMSU, are also presented as a part of the dinner's associated ceremonies.

Initiative Five: ***Ensure excellence in public service by encouraging campus personnel to participate more actively in public service in order to broaden the community's political, economic, and social perspectives.***

Status: The campus administration and selected faculty are engaged actively with Carlsbad's civic and business leaders in the development of a proposal for the appropriation of public and private monies dedicated to constructing a building and incorporating on-site instruction at an advanced manufacturing center, primarily designed to manufacture containers for

transuranic waste. In addition, the Associate Provost and selected faculty across the State are completing a proposal, in cooperation with the State's Fire Academy, for the delivery of courses which will dually serve the certification requirements applied to all voluntary and professional firefighters, as well as the academic preparation leading to a certificate and associate of applied science degree.

In the Summer of 1994, the campus interviewed candidates for a faculty position in social sciences and global studies, which includes responsibility for developing international studies and programs on the Carlsbad campus and for "internationalizing" the curriculum. Representatives of the business community participated as members of the campus' Focus Committee for the purpose of screening and interviewing the applicants. Their recommendations on the selection of the successful candidate were considered fully.

Also during the Summer of 1994, the campus interviewed candidates for a faculty position in criminal justice, criminology, and sociology. The successful candidate has been charged with developing a curriculum which appeals to the special needs of law enforcement agencies located in the Carlsbad area; during the Spring of 1995, a second, although temporary 12-month faculty position was opened and filled by a credentialed law enforcement and criminology expert to assist in the development of the criminal justice, criminology, and sociology program, and to augment the paralegal program. Community leaders and law enforcement agencies have both been contacted to assist the faculty in developing a viable curriculum and to identify topics for forums of special interest to the law enforcement community in Carlsbad and Artesia.

Last Spring, an enrolled student was murdered off-campus. The news that she was the victim of domestic violence triggered an urgent need for the campus community to address the issues of police protection and due processes of the law. The campus' HELP office organized a public forum on campus, and invited a panel of law enforcement and social service agency experts to address the audience's questions concerning the services available to the public for preventing violence, for seeking shelter, and for prosecuting assailants.

Additional opportunities for hosting public forums on-campus, and for utilizing the campus' facilities during the day by community businesses and public agencies have been proposed and are currently under consideration. One proposal promotes use of the interior courtyard and an enhancement of the campus' food services to attract

community use of the facilities during all operating hours.

Initiative Six: ***Develop an environment which stimulates, ensures, and communicates excellence in the total well-being of students, faculty, and staff.***

In the Spring of 1994, the Associate Provost participated in a community, grass-roots initiative to introduce and promote wellness activities throughout Eddy County. The college contributed funds for a motivational speaker to address the community and public schools on issues related to attitude, activities, and knowledge concerning changes in lifestyles to promote life-long wellness. The college was represented by a team of 10 faculty, college instructors, and staff in the community's first annual walk-run marathon race.

In the Summer of 1994, the Associate Provost appointed a task force of representatives from the campus as a whole to participate in a week of day-long instruction in wellness promotion. The result was the development of a long-term plan for the full implementation of a wellness program on-campus (see the *Plan* in Appendix XVII). Courses in physical fitness and health awareness have been added to the regular semester schedules for enrollment by students and employees (see two semester *Wellness Program* brochures in Appendix XVII). In the Fall of 1994, a room on campus was dedicated as a health room and student nurses, as well as health professionals in Carlsbad, will be scheduled to staff the office for use during the day and evening by students and employees, to augment services provided through the campus' insurance benefits.

Changes in the Academic Programs Since 1992.

In 1993, candidates were recruited nationally to fill one vacant faculty position in chemistry, and to fill a new faculty post in mathematics. The chemistry position was filled in the Fall of 1993, and the mathematics position was filled in the Spring of 1994. Later that Spring, the campus advertised nationally again to fill one vacant faculty position in English, and four new faculty positions in each of the following disciplines: English composition/ communication arts; criminal justice, criminology, and sociology; social sciences and global studies; and, mathematics/computer science. All positions, except the English composition/ communication arts and mathematics/computer science posts, were filled. For the 1994-95 academic year, temporary, full-time hires to the faculty were also made in English, communication arts, criminal justice and sociology, and secretarial administration. The faculty is now considering recommendations for recruiting additional full-time faculty in (1) mathematics/ computer science to teach and develop a mathematics laboratory, as well as contractual training for the area's industries, (2) English, and possibly Spanish, (3) business or secretarial administration, (4) education, psychology, and/or early childhood and human development studies, (5) the natural sciences, and (6) criminology and law enforcement. As a result, the ratio of tenured, full-time faculty to college instructors is changing significantly; this growth will equalize within the next five years as many of the current faculty exercise various options for retirement. Thus, while enrollment has not increased to merit a high percentage of new hires since 1992, the ability of the campus to recruit, hire, and "stockpile" qualified faculty now will assist the college in maintaining a preferred continuity in academic affairs when the time comes to relegate those responsibilities and roles now borne by senior faculty to their junior colleagues.

Other changes have occurred since 1992; they are listed on the following pages, under the headings of their applicable cluster title(s).

Changes in the Academic Programs of Cluster One: Science, Mathematics, Computer Systems, and Engineering, Environmental and Manufacturing Technologies.

This cluster is primarily comprised of faculty who teach courses and advise students enrolled in curricula offered under the following rubric: animal sciences, biology, business computing systems, chemistry, computer or management information systems, computer science, electronics technology, environmental science and technology, geology, mathematics, physics, pre-

agriculture, pre-architecture, pre-engineering, pre-veterinary medicine, statistics, welding, and wildlife management.

Animal Sciences, Biology, and Wildlife Management.

Course offerings in wildlife management and related sciences have been offered, with varied success, during the past two years. The campus will continue to explore this market by offering additional courses and sections in environmental and wildlife sciences during the summer and next academic year.

Business Computing Systems, Computer or Management Information Systems, and Computer Technology.

Although noncredit, contracted training in computer science, data processing and programming, and microcomputer applications have been offered with recurring demand and successes, the number of students enrolled in credit courses offered under this set of rubrics has fluctuated and generally declined in specific courses over the past two years. Some consideration has been given to providing more technical and pragmatic instruction; thus, a proposal to rename and to make minor adjustments in courses prescribed by the certificate and associate degree programs has been submitted to Las Cruces for consideration by the NMSU faculty as a whole.

Electronics Technology.

The campus is currently engaged in negotiations with the Carlsbad School District to articulate an agreement for the use of the college's electronics laboratory during the day by senior high school students enrolled in electronics technology curriculum at the high school. If the students enroll in, and successfully complete a prescribed number of advanced college courses, following their graduation from high school, they will be eligible to apply for college credit for the courses they passed during their high school tenure.

A proposal to recast the electronics technology degree program has been submitted to Las Cruces for consideration by NMSU's full faculty. The changes, if adopted as submitted, will broaden the areas of emphasis a student may select in order to individualize the curriculum to specific employer's needs for a well-trained, entry-level workforce.

Environmental Science and Technology.

In recent years, selected courses in electronics technology have been offered in support of an environmental science and technology program (earlier identified as health/physics, and later as the radioactive and hazardous waste program) launched in response to the growing need for a prepared workforce to serve the needs of federal and state employers associated with the nuclear industry, and actively engaged in the transportation and burial of transuranic waste and other hazardous materials. Courses to train students and professionals in OSHA regulations have been delivered both on campus and at various off-campus, industrial sites.

During the past two years, a director, co-director and faculty, and secretary were dedicated solely to developing and delivering the program. Although students were recognized nationally for earning first place in design contests sponsored annually by Las Cruces, and although a great deal of institutional effort, funds, and moneys from grant sources, expiring in December of 1994, were infused generously into ongoing budgets for staffing and promoting the program to the community, enrollments have remained alarmingly low; consequently, an examination of the need to re-vitalize or discontinue the program is forthcoming.

If the present environmental science and technology program is recast or eliminated, students will be accommodated by instruction and related services through graduation. The current curriculum may be rededicated in support of additional courses currently being developed and proposed for implementation of a certificate and associate-level degree program in fire safety.

Another approach would to be a recasting of the schedules supporting the delivery of curriculum in chemistry, environmental science, biology, physics, and health to create a common core of requirements in the sciences, from which students may exit with a certificate in natural sciences after one year of study, with the option to continue for an additional year of study in a special emphasis area, such as biochemistry, environmental sciences and technology, and/or hazardous waste containment and management.

Whatever proposal is finally considered, the faculty will continue to play an active role in future directions taken by the program and college.

Geology and Physics.

Courses in astronomy and caving were offered during the last Interim session with encouraging enrollments. The courses will be offered again during the upcoming Interim. In addition, a proposal to articulate an agreement between the Carlsbad School District and the college for use of the Carlsbad High School's planetarium for college instruction is currently being developed.

Mathematics and Statistics.

The mathematics faculty has also introduced technology, in the form of graphic computers and programming, into the classrooms and laboratories. A proposal to develop a mathematics laboratory for students engaged in either developmental or regular courses in mathematics is still being refined by the faculty.

The rubric dedicated to developmental courses in mathematics has been changed from MATH to CCDM (*i.e.*, community college developmental math). Two basic non-credit courses now constitute the program: *pre algebra* (CCDM 103N) and *basic algebra* (CCDM 114N). When the faculty examined the difficulties encountered by students enrolled in basic algebra courses initially offered over one semester only, an alternative format for expanding the instruction over a period of two semesters was implemented. Students now have the option and opportunity to enroll in two semesters of developmental algebra (CCDM 112N and CCDM 113N), or in an abbreviated period of one semester of developmental algebra offered as CCDM 114N. Each course now includes laboratory instruction so students may practice their academic skills under the supervision of a mathematics instructor.

Tech-Prep Programs.

Tech Prep programs in engineering technology, as well as in computer technology, and secretarial administration, implemented at the Carlsbad High School with the cooperation the college's faculty, have been in place since the Fall of 1993. Proposals to continue current offerings and to expand the curriculum are currently being developed.

Welding.

The welding curriculum, which leads to certificates in stainless steel welding and welding trades, as well as an associate of applied science degree in welding technology, continues to be at the center of the community's interest in developing an advanced

manufacturing center. Current employers have indicated a need to recruit and hire large numbers of skilled welders within the next few years.

Initially, the curriculum supporting the current certificate program in stainless steel welding was offered as a single course delivered in demand to local employers' "emergency" calls for another flux of trained workers. Following the award of a government contract to a local employer, however, the college responded steadily to a recurring demand for a full-fledged certificate program in the trade. Although the original, singular course offering was delivered over a period of 160 hours--which included classroom and laboratory experiences with state-of-the-art welding equipment, the course has since been redesigned, retitled, and adopted as a regular 6-credit course in the University's occupational education welding trades curriculum.

With a record for excellence unmatched by most postsecondary welding trades programs offered across the country, every one of the students from NMSU-Carlsbad who sat for their state and national certification exams in welding trades during the Fall 1993 semester passed.

During the Spring 1995 semester, the primary faculty of the welding program will be engaged in regular post-baccalaureate studies in order to be retrained in the computer-aided drafting technologies to be utilized by the area's employers, and to prepare for the delivery of on-site instruction at Carlsbad's proposed advanced manufacturing center.

The faculty also participates in the Tech-Prep program articulated between the college and the Carlsbad School District, as well as an articulation of credit awarded to high school students who enroll in welding technology instruction prior to college, and who later succeed academically in completing all other coursework towards a certificate in one of the college's two certificate programs.

Changes in the Academic Programs of Cluster Two: **Communication Arts, Business Studies, Teaching, and Developmental Studies.**

This cluster is primarily comprised of faculty who teach courses and advise students enrolled in curricula offered under the following rubric: accounting, art, banking, business administration and management, counseling and educational psychology , developmental studies, early childhood education, elementary and secondary education, educational management and development, English,

journalism, medical records transcription, music, reading, secretarial administration, Spanish, special education, and theatre arts.

Accounting, Banking, Business Administration and Management, Medical Records Transcription, and Secretarial Administration.

A variety of certificate and associate programs are offered at NMSU-Carlsbad in these disciplines. Declining enrollments have been evident in the certificate programs dedicated to accounting and banking instruction. Conversely, enrollments in business administration, management, and secretarial administration have gradually increased. The medical records transcription emphasis was recently added to the secretarial administration program and data is too limited to predict its enrollment trends.

In an effort to appeal to the greater needs of students entering business through courses and programs offered in business and secretarial administration, the faculty have proposed a reconfiguration of the curriculum to create a common core of required courses in general business during the first year of study, from which students may exit with a certificate, as well as optional tracks in more specialized areas (*i.e.*, accounting, banking, medical records transcription, pre-business, and secretarial administration) for the second year of study, from which students may graduate with an associate degree. The proposal is currently being prepared for submission to the Las Cruces campus for consideration by the NMSU faculty at large. Consideration is also being given to the benefits of applying for candidacy in the accreditation of NMSU-Carlsbad's pre-business curriculum under the auspices of the Association of Collegiate Business Schools and Programs.

Effective in the Spring of 1995, the secretarial administration program, in collaboration with the nursing program, recommended the inclusion of new courses, under the temporary rubric dedicated to special topics, to address a growing demand for instruction in medical records transcription. Students who have earned credits in courses included in the nursing curriculum, would already have completed a number of the requirements for the new emphasis in medical records transcription and would be able to transfer into the new secretarial administration offerings in the event enrollment limitations in the nursing program reduced or eliminated their ability to graduate from nursing.

Equipment and software dedicated to the secretarial administration programs have been continuously upgraded to parallel changes in the workplace. Special credit courses in word processing (*i.e.*, WordPerfect 6.0, DOS, and WordPerfect for Windows, 5.1) are also offered every semester as a part of the weekend college to augment the needs of working professionals for on-going instruction in the use of advanced software.

The college's certificate program in word processing has been revised, in response to community recommendations, in order to introduce students to those software packages most frequently used by employers in the Carlsbad area.

To complement the Tech Prep program articulated between the college and the Carlsbad School District, the secretarial administration curriculum and facilities were introduced to students in the Fall of 1993, and the first student to enroll under the agreement graduated in May of 1994.

English, Journalism, and Communication Arts.

During the past two years, the course syllabi of all sections of English Composition I have been standardized at NMSU-Carlsbad, in order to incorporate and assess competency-based and computer-aided instruction uniformly. These changes have been met with mixed reception by both new faculty and students, who have expressed frustration at having to learn both new technologies (*i.e.*, variations in computer hardware and updated word processing programs) and compositional skills. Conversely, the uniformity of the course's instruction and assignments has been welcomed by students who are able to tailor their schedules from a wider selection of course sections offering similar lectures and laboratory experiences. A recommendation to the need to introduce computer instruction at the beginning of the course, instead of providing it throughout the duration of the first six weeks, is under consideration.

The journalism program has been a side-interest of faculty in the English program. A faculty position in English/communication arts was posted in the Spring of 1994, and temporarily filled, full-time, for the 1994-95 academic year and summer of 1995. During this time, three separate courses in journalism have been offered for the first time, and the student newspaper has undergone significant, positive change in its name, format, direction, and frequency of publication. In addition, courses in imaginative writing and mass communications are now scheduled. It is the intent of the campus to expand this program, and to incorporate,

eventually, several internships in journalism and public relations/marketing in the Carlsbad area. Some faculty have engaged in discussions concerning the publication of a literary magazine to showcase students' talents in creative and critical writing.

Fine and Performing Arts: Art, Music, Theatre.

Students continue to enroll in studio and performing arts courses. At the conclusion of each semester, art students display their work in a gallery open to the public. Choral performances are show-cased annually at special events on-campus and in the community, and during graduation ceremonies. Drama students perform in special plays scheduled on-campus and in the Carlsbad Community Theatre.

Some thought has been given to developing a summer theatre or fine arts symposia on campus. Many faculty and students remain actively engaged in Carlsbad's western and fine art shows sponsored annually by civic leaders.

Modern Languages.

Enrollments in introductory and intermediate courses in Spanish have increased during the current academic year. In the past, only one college instructor was available to teach; although the former instructor moved from the community and so resigned, two new college instructors have been identified and are scheduled to continue teaching lower-division Spanish. Although the ability to offer students instruction in other languages and literatures would be desirable, it is not practical at this point to recruit college instructors in each; some discussion has been initiated with area colleges to develop distance delivery of courses in other languages to meet the community's changing interests.

Reading and Developmental Studies in English.

All entering students participate in diagnostic testing to determine their preparedness for college-level instruction, specifically in mathematics, English, and reading. It has been a recurring practice to inform students of their testing scores and to advise them, when applicable, to enroll in the appropriate developmental courses designed to address their specific academic weaknesses; regrettably, an informal practice has also been employed to permit the student to self-waive the recommended developmental courses as prerequisite to his/her enrollment in regular college credit courses.

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Although enrollments in developmental English and mathematics courses have risen, enrollments in the developmental reading program remain low, despite the significant numbers who may test at pre-college levels.

Some debate has been voiced between the right of the student to succeed and the right of the student to fail. In response to federal guidelines on students' rights to know and benefit, the faculty has voiced a greater concern that students should be encouraged to benefit academically from all learning and tutorial services offered by the college, and to benefit from financial resources which are continued, most commonly, on the basis of students' academic successes. Thus, the faculty has begun to entertain a proposal to implement restrictions on the ability of students to self-waive developmental instruction when their test scores indicate a high probability of difficulty or failure in most college-level courses. Such restrictions may include a limitation on the number of regular college-level courses in which a student may enroll during a semester, in balance with the number of developmental courses in which s/he must also enroll during the same semester; various methodologies are under consideration.

Teacher Education: Counseling, Educational Psychology, Early Childhood, Elementary and Secondary, Management and Development, and Special Education.

Although the campus offers neither discrete certificate nor associate programs in teacher education, it does offer courses to support preparation for students intending to continue in baccalaureate programs at the College of the Southwest, located in Carlsbad, as well as Las Cruces. Courses in teacher education, especially those dedicated to early childhood and special education, attract current employees of Carlsbad's recently dedicated Early Childhood Center Complex. The faculty is currently entertaining a recurring proposal to develop an early childhood degree program through NMSU-Carlsbad.

***Changes in the Academic Programs of Cluster Three:* Social Sciences, International Relations, and Special Studies.**

This cluster is primarily comprised of faculty who teach courses and advise students enrolled in curricula offered under the following rubric: anthropology, aviation, criminal justice, criminology, economics, geography, government, history, the Honors program, paralegal assistance, pre-law, psychology, social work, sociology, and women's studies.

Anthropology and Sociology.

Although the frequency of offering courses in anthropology has been limited by the number of the college's current faculty prepared and interested in teaching the subject, the hire of a new faculty member in the social sciences this academic year has resulted in more opportunities to schedule such courses more often. In addition, students have enrolled in museum internships offered during the Spring 1995 semester. One full-time faculty position was filled in sociology and psychology following the NCA visit in 1992, and an additional full-time hire, and one temporary full-time hire in sociology (and criminal justice) were made during the current academic year. Each hire has permitted the college to meet the growing need for additional sections in introductory sociology courses, and to offer additional sociology courses at the two-hundred level.

Aviation

For the first time in its history, the college began to offer courses in aviation in the Fall of 1994. Although the University's Dona Ana branch had offered the program as recently as last year, the ability to continue offering it on that campus was diminished when the plane contracted to Dona Ana crashed and the pilot was killed. The NMSU-Carlsbad campus adapted the University curriculum to the needs of Carlsbad's students, and is now submitting proposals for changing the curriculum permanently to include ground school and instrumental instruction leading to pilots' licenses in private pilot and instrumental ratings. Students are responsible for independently contracting private instruction in flight with a certified flight instructor.

Criminal Justice, Criminology, and Paralegal Assistance

Although the college was offering courses leading to a paralegal certificate at the time of NCA's on-site visit in 1992, the program has since been shifted from association with the secretarial administration program to association with the college's criminal justice and pre-law programs. The faculty assigned to criminal justice and criminology now consult with the college instructors who teach in the paralegal program and assist in the advising of students enrolled in it. In some instances, courses offered under the criminal justice rubric have been identified as suitable substitutes for courses offered under the occupational education legal assistance curriculum. The college is now preparing a proposal for candidacy in accreditation through the

National Association of Legal Assistants, Inc., and Legal Assistants of New Mexico.

Because the curriculum in criminal justice was originally taught solely by college instructors, classes were always scheduled in the evening hours, (*i.e.*, at times when the college instructors were not normally engaged in their regular work assignments). Now, with the hire of new full-time hires in the faculty assigned to teach courses in the criminal justice and criminology curriculum, courses are offered during the day as well as in the evening. Consequently, the addition of full-time faculty dedicated primarily to teaching the criminal justice, criminology, and sociology curriculum has expanded the college's opportunities to serve professionals assigned to the growing numbers of law enforcement and correctional agencies now headquartered in Carlsbad and Artesia. Programs to educate and train students seeking entry to the field of criminal justice and criminology, as well as continuing education for professionals currently employed by the area's agencies, are being developed in tandem with the region's administrative leaders in the represented fields. Proposals to host symposia on topics of common and immediate interest to the community are also being developed.

Students have benefited from the recently formed networks linking the new faculty with leaders of the region's law enforcement and correctional agencies. As recently as October of 1994, students participated in a mock crime scene and investigation. Professionals from law enforcement participated in the scene to lend authenticity and to provide observations of benefit to both the students and the faculty.

Economics

Enrollments in courses offered in macroeconomics and microeconomics continue to grow. During the Spring 1995 semester, an additional section in economics was added to address the increased demand.

Global Studies and International Relations.

During the 41st Legislature of the State of New Mexico, the House passed *Memorial 66*, underscoring the importance of including international and intercultural components in the programming of two-year institutions. In tandem with an effort to respond fully to this initiative and to designate resources that would assist the faculty in accomplishing NMSU's related directives for coordinated efforts between Las Cruces and its other branches, NMSU-Carlsbad solicited candidates nationally for a new

faculty position in Social Sciences and Global Studies. In addition to teaching assigned courses, the new faculty member is responsible for administering, and at times teaching, international relations and global studies courses for undergraduates, as well as business-community leaders seeking global perspectives. Activities assigned to the position include assisting faculty in addressing the need and means for infusing or enhancing multidiverse and global perspectives in NMSU-Carlbad's current curriculum.

Government, Geography, History, and Pre-Law

The addition of a full-time faculty post in social sciences has expanded the college's opportunities to offer courses in government, geography, and pre-law on a more frequent basis. In addition, special courses in history may now be offered more frequently.

The Honors Program

In the Fall of 1994, the college offered the first in its series of honors courses which will transfer to the honors program implemented at Las Cruces. Special academic prerequisites apply for students who enroll; however, the size of the program's enrollment doubled in the Spring 1995 semester. Campaigns to boost enrollment, *i.e.*, through earlier consultation with high school counselors, and through the recruitment of the campus' current Phi Theta Kappa members, will be implemented prior to the Fall 1995 semester. The honors courses are team-taught by both faculty and college instructors in order to encourage an interdisciplinary approach to the curriculum.

Museum Internships

The campus is now engaged actively in the development of internship opportunities for students pursuing associate degrees. Eventually, such experiences may be incorporated in the curriculum of selected programs as capstone requirements. To date, however, internships in museum science constitute the largest concentration of cooperative education in a single discipline.

Psychology

Although a new faculty post in sociology and psychology has been filled since 1992, increased demand for additional sections in introductory psychology and human development has caused the faculty to consider the need for an additional faculty position in psychology or educational psychology. Proposals with regard to such a

position may be submitted during the planning and budgeting process during the Spring 1995 semester.

Women's Studies

Although courses specific to women's studies have not been offered in recent years on the campus, some consideration has been given to introducing special topics in women's issues, such as those which might be of interest to the growing number of enrolled Hispanic females. Other topics might include those of interest to women currently employed or reentering the workforce.

***Changes in the Academic Programs of Cluster Four:* Nursing, Allied Health, and Wellness.**

This cluster is primarily comprised of faculty who teach courses and advise students enrolled in curricula offered under the following rubric: gerontology, pre-chiropractic studies, pre-health studies, pre-medical technology, pre-medicine, nursing, pre-occupational therapy, pre-pharmacy, and physical education and recreation.

Gerontology.

Preliminary consideration has been given to the feasibility of responding to local demands for courses in gerontology which might be offered to directly support nursing instruction, or which might be offered solely for enrollment by practicing professionals employed by the areas hospitals, nursing homes, and health care agencies.

Pre-Professional Programs.

Faculty of the nursing program currently advise students on the academic courses and preparation they will need to gain entry to pre-professional programs offered by the State's various baccalaureate-granting institutions. One faculty is currently engaged in regular course instruction to address anticipated demand for instruction to practicing pharmacists in the skills of physical assessment.

Nursing.

The nursing curriculum offered at NMSU-Carlsbad leads to a practical nursing certificate, which prepares the student to write the NCLEX-PN, or an associate in nursing degree, which prepares the student to write the NCLEX-RN. The total number of students served by the curriculum annually continues to reach 100, and the overall pass rate for the to examinations continues to reach over

95%. Approximately one-third to one-half of the graduates of the two programs are employed in the Carlsbad area.

The associate in nursing degree program continues to be accredited by the National League of Nursing, and is scheduled for a full on-site visit by NLN in February of 1995.

In each of the past two years, the nursing program as a whole has been fortunate to have the only freshmen students to be selected from the State of New Mexico for national recognition as Fuld Fellow Scholars, entitled to attendance at the International Council of Nurses' Quadrennial Congress held in Madrid, Spain in 1993, and to attendance at the International Conference on Oncological Nursing Care held in Vancouver, Canada in 1994. In addition, the faculty of the nursing program remain actively engaged in research and public service sponsored by the Carlsbad community, including a needs assessment for Eddy County New Mexico to provide support for a comprehensive Maternal/Child Health Plan for the County, and participation in the community's heart health walk.

Allied Health and Wellness.

As indicated earlier in this Report, the campus has embraced an initiative to implement a wellness plan and activities, and to staff a health office on-campus. In support of this initiative, several physical fitness courses have been added to the physical education and health courses traditionally offered on campus. Employees may exercise their benefit of enrolling in a four-credit course each semester, free-of-tuition, and enroll in three-credit health courses to promote changes in lifestyles, or one-credit special activities courses to supplement their regular exercise program. (See Appendix XVII). A special task force on wellness,representing the students, faculty, college instructors, staff, and administrators of the college, has suggested a number of special events to introduce campus constituents, as well as the community at large, to the preparation of low-fat meals, the best means to reduce stress and promote well-being, and opportunities to exercise during the workday on-campus.

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn. Chicago IL 60601 312/263-0456: 800/621-7440

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

ame of institution/campus reported: NMSU-C

ORMULA USED BY INSTITUTION TO COMPUTE FTE: _____

		Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE		19 92 - 93	19 93 - 94	19 94 - 95
Freshman	Bachelor's oriented (Definition I-A & B)	16	27	40
	Occupationally oriented (Definition I-C)	41	34	66
	Undeclared (Definition I-D. Jr. or Community Colleges only)	40	40	66
Sophomore	Bachelor's oriented (Definition I-A & B)	9	12	18
	Occupationally oriented (Definition I-C)	18	14	23
	Undeclared (Definition I-D. Jr. or Community Colleges only)	9	4	16
Junior		10	17	26
Senior		4	1	4
TOTAL UNDERGRADUATE		147	149	259
GRADUATE				
Master's				
Specialist				
Doctoral				
TOTAL GRADUATE				
PROFESSIONAL (by degree)				
TOTAL PROFESSIONAL				
OTHER				
TOTAL ALL LEVELS		147	149	259

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

(4) 112

Edition 5: September

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: NMSU-Carlsbad

FORMULA USED BY INSTITUTION TO COMPUTE FTE: _____

		Two Years Prior 19 92 - 93		One Year Prior 19 93 - 94		Current Year 19 94 - 9	
UNDERGRADUATE		Resident	Extension	Resident	Extension	Resident	Exte
Freshman	Bachelor's oriented (Definition I, A & B)	378	---	401	---	324	-
	Occupationally oriented (Definition I, C)	571	---	655	---	568	-
	Undeclared (Definition I-D. Jr. or Community Colleges only)	694	---	636	---	645	-
Sophomore	Bachelor's oriented (Definition I, A & B)	132	---	109	---	132	-
	Occupationally oriented (Definition I, C)	253	---	233	---	270	-
	Undeclared (Definition I-D. Jr. or Community Colleges only)	57	---	80	---	110	-
Junior		148	---	194	---	197	-
Senior		26	---	32	---	47	-
TOTAL UNDERGRADUATE		2259	---	2340	---	2293	-
GRADUATE							
Master's							
Specialist							
Doctoral							
TOTAL GRADUATE							
PROFESSIONAL (by degree)							
TOTAL PROFESSIONAL							
OTHER							
TOTAL ALL LEVELS		2259		2340		2293	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Year and Previous Two Years

ne of institution/campus reported: New Mexico State University at Carlsbad

MULA USED BY INSTITUTION TO COMPUTE FTE: annual FTE= Total Credit Hours / 30

	Two Years Prior	One Year Prior	Current Year
	19 92 - 93	19 93 - 94	19 94 - 95
NDERGRADUATE (See definitions I.A thru D)	FA92=629.13 SP93=574.00	FA93=680.73 SP94=627.34	FA94=647.34
RADUATE (See definition II)	None	None	None
ROFESSIONAL (See definition III)	None	None	None
NCLASSIFIED (See definition VI)	FA92=65.00 SP93=51.20	FA93=58.33 SP94=51.93	FA=49.87
OTAL	FA92=694.13 SP93=625.20	FA93=739.06 SP94=679.27	FA=697.21

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS
(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

ntify types of enrollment reported: Summer Session

	Two Years Prior	One Year Prior	Current Year
	19 92 - 93	19 93 - 94	19 94 - 95
TOTAL UNDERGRADUATE	97.47	96.26	
TOTAL GRADUATE	None	None	
TOTAL PROFESSIONAL	None	None	
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	None	None	
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	None	None	
TOTAL OTHER	None	None	
TOTAL	97.47	96.26	

pare separate reports for each campus. Please add achments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

ne of institution/campus reported: New Mexico State University at Carlsbad

vide as much of the following information as is available about applicants for admission in the current and previous tw demic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year shou be included as applicants in a subsequent year.

ck if appropriate: ☒ Open Admissions Institution

	Two Years Prior	One Year Prior	Current Year
RESHMAN	19 92 - 93	19 93 - 94	19 94 - 95
Number of applicants with complete credentials or admission to the freshman class	FA92= 175 SP93= 61	FA93= 227 SP94= 75	FA94= 203
Number of applicants accepted	FA92= 175 SP93= 61	FA93= 227 SP94= 75	FA94= 203
Number of freshmen applicants actually enrolled	FA92= 175 SP93= 61	FA93= 227 SP94= 75	FA94= 203
RANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	FA92= 86 SP93= 64	FA93= 58 SP94= 48	FA94= 58
Number of advanced-standing undergraduate applicants accepted	FA 92= 86 SP93 = 64	FA93= 58 SP94= 48	FA94= 58
Number of advanced-standing undergraduate applicants actually enrolled	FA92= 86 SP93= 64	FA93= 58 SP94= 48	FA94= 58
ASTER'S			
Number of applicants with complete credentials for admission to master's programs	N/A	N/A	N/A
Number of applicants accepted for master's programs	N/A	N/A	N/A
Number of applicants actually enrolled in master's programs	N/A	N/A	N/A
PECIALIST			
Number of applicants with complete credentials for admission to specialist programs	N/A	N/A	N/A
Number of applicants accepted for specialist programs	N/A	N/A	N/A
Number of applicants actually enrolled in specialist programs	N/A	N/A	N/A

pare separate reports for each campus. Please add achments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: New Mexico State University at Carlsbad

DOCTORAL N/A	Two Years Prior 19 ____ - ____	One Year Prior 19 ____ - ____	Current Year 19 ____ - __
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

PROFESSIONAL	N/A Report by degrees	Two Years Prior 19 ____ - ____	One Year Prior 19 ____ - ____	Current Year 19 ____ - __
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
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Basic Institutional Data Form B

PART 2 - ABILITY MEASURES OF FRESHMEN

e of institution/campus reported: New Mexico State University at Carlsbad
ify quarter/semester reported: Fall 1994
ck if appropriate: ☐ No scores used or routinely collected

Class ranking of entering freshmen	N/A
cent in top 10% of high school class	
cent in top 25% of high school class	
cent in top 50% of high school class	
cent in top 75% of high school class	

C. Mean ACT scores for entering freshmen	
Composite	18.6
Mathematics	17.0
English	18.2
Natural Sciences	19.0
Social Studies	19.8

SAT scores for entering freshmen	Verbal	Math
ass average SAT score	401	445
rcent scoring above 500	13	24
rcent scoring above 600	3	8
rcent scoring above 700	N/A	N/A

D. Other tests used for admission or placemen	
Test name	Asset Placement
Mean or composite	
Range	

Basic Institutional Data Form B

PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year) N/A

A. **Graduate Record Examination** — Range
(for total Graduate School excluding professional schools) ☐ High ☐ Low

B. **Miller Analogies Test** — Range
(for total Graduate School excluding professional schools) ☐ High ☐ Low

C. **On a separate sheet, indicate other test data used for admission to professional programs.**

repare separate reports for each campus. Please add
tachments and additional sheets wherever necessary.

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Basic Institutional Data Form B

PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

Name of institution/campus reported: New Mexico State University at Carlsbad

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AI
FEDERAL	Grants and Scholarships	539,318	366
	Loans	316,845	146
	Employment	7,500	4
STATE	Grants and Scholarships	221,000	318
	Loans NM Nursing	34,768	14
INSTITUTIONAL	Grants and Scholarships		
	Loans		
	Employment (State)	67,500	32
FROM OTHER SOURCES	Grants and Scholarships	76,000	100
	Loans	0	
Unduplicated number of undergraduate students aided			562
Number of students receiving institutional athletic assistance			0
Percentage of institutional aid for athletic assistance			0

PART 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AI
FEDERAL	Grants and Fellowships	N/A	
	Loans	N/A	
	Employment	N/A	
STATE	Grants and Fellowships	N/A	
	Loans	N/A	
INSTITUTIONAL	Grants, Fellowships, Asst.	N/A	
	Loans	N/A	
	Employment	N/A	
FROM OTHER SOURCES	Grants, Fellowships, Asst.	N/A	
	Loans	N/A	
Unduplicated number of graduate students aided			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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North Central Association of Colleges and Schools
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Basic Institutional Data Form C

PART 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: New Mexico State University at Carlsbad

Specify quarter/semester reported: Fall 1994 - Spring 1995

Include only personnel with professional status who are primarily assigned to resident instruction and departmental research. Exclude all nonprofessional personnel and those professional personnel whose primary function is resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	Caucasian	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	
Professor	2	**1 1	**1 2							1	**1 2	
Associate Professor	7	1	7			1			1	4	3	
Assistant Professor	3	5	7		1				3	3	2	
Instructor	1	4	5							5		
Non-Tenure Track Teaching Assistants. & other teaching personnel *Non-Tenure Track	1 *2	1 *1	2 *3						1 *2	*1	1	
Research staff & Research Assistants												
Undesignated rank ~~Teaching Technician~~	2	1	2		1							
Number of instructional staff added for current academic year Non-Tenure Track	2 *2	2 *1	4 *3									
Number of instructional staff employed in previous academic year, but not reemployed for current academic year		3 **1	3 **1									

*Non-Tenure Track College Instructors hired 1/1/95
**Retired 1/1/95

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
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Basic Institutional Data Form C

PART 1 continued - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATIC

Name of institution/campus reported: New Mexico State University at Carlsbad

Specify quarter/semester reported: Fall 1994 - Spring 1995

Include only personnel with professional status who are primarily assigned to **resident instruction and departme organized research.** Exclude all nonprofessional personnel and those professional personnel whose primary functio resident instruction. departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doct
Professor				**1 2		1
Associate Professor			1	6		1
Assistant Professor				7		1
Instructor				3		2
Non-Tenure Track Teaching Assists. & other teaching pers				1 *3		1
~~Non-Tenure Track~~ Research staff & Research Assists.						
Undesignated rank		3				
Teaching Technicians Number of instructional staff added for current academic year				4 *3		
*Non-Tenure Track Number of instructional staff employed in previous academic year, but not reemployed for current academic year				3 **1		

PART 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	41,012.52	44,808.48	38,980.35
Associate Professor	35,667.47	37,889.73	32,487.66
Assistant Professor	31,596.66	32,249.79	31,000.00
Instructor	29,995.90	31,388.58	27,000.00
Teaching Assists. & other teaching pers. Non-Tenured	28,800.00	36,000.00	27,000.00
Research staff and Research Assistants			
Undesignated rank	17,888.59	21,868.08	14,948.26

*Non-Tenure Track College Instructors hired 1/1/95

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

**Retired 1/1/95

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Basic Institutional Data Form C

PART 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

ame of institution/campus reported: New Mexico State University at Carlsbad

pecify quarter/semester reported: Fall 1994- Spring 1995

clude only personnel with professional status who are primarily assigned to resident instruction and departmenta ganized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is sident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	Caucasian	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65 over
Professor												
Associate Professor												
Assistant Professor												
College Instructor	30	24	45	1	4	3	1		12	21	20	
Teaching Assistants & other teaching personnel Project Aide-Chem.	1			1								
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	10	8	15	1	2							
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	8	4	10		1		1					

repare separate reports for each campus. Please add ttachments and additional sheets wherever necessary.

Edition 5: September 1

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North Central Association of Colleges and Schools
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Basic Institutional Data Form C

PART 3 continued - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATIO

Name of institution/campus reported: New Mexico State University at Carlsbad

Specify quarter/semester reported: Fall 1994 - Spring 1995

Include only personnel with professional status who are primarily assigned to **resident instruction and departmen organized research.** Exclude all nonprofessional personnel and those professional personnel whose primary function resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctor
Professor						
Associate Professor						
Assistant Professor						
~~College~~ Instructor		1	15	32		6
Teaching Assists. & other teaching pers ~~Project Aide Chem.~~			1			
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year			6	10		2
Number of instructional staff employed in previous academic year, but not reemployed for current academic year		1	6	5		

PART 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Assoc. Professor			
Assist. Professor			
Instructor 1994-95	3,079.24	9,602.00	1,200.00
Teaching Assists. & other teaching pers. ~~Project Aide - Chemistry~~	2,907.00	2,907.00	2,907.00
Research staff and Research Assists.			
Undesignated rank			

repare separate reports for each campus. Please add tachments and additional sheets wherever necessary.

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North Central Association of Colleges and Schools
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159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form D

FINANCIAL INFORMATION

ne of institution/campus reported: New Mexico State University at Carlsbad

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The purpose of this form is to obtain an accurate picture of the institution's fiscal status. The form requests Balance Sheet data, including Assets, Liabilities and Fund Balances, and Current Funds Revenues, Expenditures, and Other Changes for three years. It asks for information on Institutional Indebtedness and for a Summary of Major Cash Flows (Non-recurring Cash Outflows, Recurring Cash Outflows, and Non-recurring Cash Inflows) for the last complete fiscal year and the current fiscal year, along with those projected for the next fiscal year.

The institution's audit materials lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes. Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) *or for other purposes* should include the operations of such corporations in this report.

Please provide the following information:

1. **The institution's fiscal year is** July 1 through June 30 1994

2. **Indicate here** ☐ **if the fiscal year has been changed during the three year reporting period**

3. **Income is reported on** ☐ **cash basis or** ☒ **accrual basis**

4. **Expenditures are reported on** ☐ **cash basis or** ☒ **accrual basis**

Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.

Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered: expenditures are taken into the accounts when obligations are incurred.)

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chments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
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Basic Institutional Data Form D

PART 1 - BALANCE SHEET DATA

Last Completed Fiscal Year and Previous Two Years

Name of institution/campus reported: New Mexico State University at Carlsbad

ASSETS		Second FY Prior	First FY Prior	Last Complet
CURRENT FUNDS		19 91 - 92	19 92 - 93	19 93 - 9
Unrestricted	Cash	412,936	756,694	923,465
	Investments			
	Accounts receivable gross	14,816	33,905	18,985
	Less allowance for bad debts			
	Inventories			
	Prepaid expenses and deferred charges			
	Other (identify)			
	Due from Restricted Fund	166,767	70,310	92,781
	Total unrestricted	594,519	860,909	1,035,231
Restricted	Cash			
	Investments			
	Other (identify) Accts Receivable	179,955	87,862	147,358
	Due from			
	Total restricted	179,955	87,862	147,358
TOTAL CURRENT FUNDS		774,474	948,771	1,182,589
ENDOWMENT AND SIMILAR FUNDS				
	Cash			
	Investments			
	Other (identify)			
	Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS		-0-	-0-	
PLANT FUND				
Unexpended	Cash	281,565	281,365	269,865
	Investments			
	Other (identify) Accounts Receivable			14,969
	Total unexpended	281,565	281,365	284,834
Investment in plant	Land			
	Land improvements			
	Buildings	8,280,530	8,280,530	8,280,530
	Equipment			
	Library books			
	Other (identify)			
	Total investment in plant			
	Due from			
Other plant funds (identify) Renewals & Replacement		51,396	75,665	104,524
TOTAL PLANT FUNDS Cash		8,613,491	8,637,560	8,669,888
OTHER ASSETS (identify)				
TOTAL OTHER ASSETS				
TOTAL ASSETS		9,387,965	9,586,331	9,852,477

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
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Basic Institutional Data Form D

PART 1 - BALANCE SHEET DATA (cont.)

ame of institution/campus reported: New Mexico State University at Carlsbad

LIABILITIES		Second FY Prior	First FY Prior	Last Completed
CURRENT FUNDS		19 91 - 92	19 92 - 93	19 93 - 94
Unrestricted	Accounts payable	17,444	99,510	32,966
	Accrued liabilities (Annual Leave)	57,007	51,497	62,563
	Students' deposits			
	Deferred credits	47,121	53,906	58,770
	Other liabilities (identified)			
	Due to			
	Fund balance	472,947	655,996	880,932
	Total unrestricted	594,519	860,909	1,035,231
Restricted	Accounts payable	7,224	5,183	6,883
	Other (identify) Deferred Revenue	5,964	12,369	47,694
	Due to Unrestricted Fund	166,767	70,310	92,781
	Fund balance	-0-	-0-	-0-
	Total restricted	79,955	87,862	147,358
TOTAL CURRENT FUNDS		774,474	948,771	1,182,589
ENDOWMENT AND SIMILAR FUNDS				
	Restricted			
	Quasi-endowment			
	Due to			
	Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS				
PLANT FUND				
Unexpended	Accounts payable	200	-0-	3,469
	Notes payable			
	Bonds payable			
	Other liabilities (identify)			
	Due to			
	Fund balance	281,365	281,365	281,365
	Total unexpended	281,565	281,365	284,834
Investment in plant	Notes payable			
	Bonds payable			
	Mortgages payable			
	Other liabilities (identify)			
	Net Investment in plant	8,280,530	8,280,530	8,280,53
Other plant fund balance Renewal & Replacements		51,396	75,665	104,52
TOTAL Plants Funds		8,613,491	8,637,560	8,669,88
OTHER LIABILITIES (identify)				
TOTAL OTHER LIABILITIES				
TOTAL LIABILITIES		301,727	292,775	305,12
FUND BALANCE		9,086,238	9,293,556	9,547,35

epare separate reports for each campus. Please add tachments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
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Basic Institutional Data Form D

PART 2 - CURRENT FUNDS REVENUES, EXPENDITURES, AND OTHER CHANGES

Last Completed Fiscal Year and Previous Two Years

Name of institution/campus reported: New Mexico State University at Carlsbad

			Second FY Prior 19 91 - 92	First FY Prior 19 92 - 93	Last Comple 19 93 -
REVENUES					
Tuition and fees			585,175	651,056	736,531
Federal appropriations			6,119	5,776	2,400
State appropriations			1,799,000	1,919,000	2,141,500
Local appropriations			419,922	481,730	483,193
Grants and contracts			440,091	552,377	568,561
Endowment income					
Auxiliary enterprises			401,040	373,726	428,307
Other (identify) Miscellaneous			14,614	10,455	6,394
Total Revenues			3,665,961	3,994,120	4,366,886
EXPENDITURE AND MANDATORY TRANSFERS					
Educational and General	Instruction		1,703,865	1,966,008	2,019,04
	Research				
	Public services		135,453	162,862	112,99
	Academic support		276,839	224,778	260,54
	Student services		383,550	418,731	447,04
	Institutional support		282,248	291,317	326,27
	Operation and maintenance of plant		321,536	299,852	374,76
	Scholarships and fellowships		24,685	30,822	95,462
	Other (identify) Student Social Dev.		16,209	17,848	20,066
	Mandatory transfers for:				
		Principal and interest			
		Renewal and replacements			
		Loan fund matching grants			
		Other (identify)			
Total Educational and General			3,144,385	3,412,218	3,656,196
Auxiliary Enterprises	Expenditures		339,181	369,994	424,154
	Mandatory transfers for:				
		Principal and interest			
		Renewals and replacements			
Total Auxiliary Enterprises			339,181	369,994	424,154
TOTAL EXPENDITURE & MANDATORY TRANSFERS			3,483,566	3,782,212	4,080,350
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			215,085	28,859	61,600
EXCESS (deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)			(32,690)	(183,049)	(224,936)

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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1) Includes a mandatory student fee for student social and cultural development.

2) 200,000 capital outlay for computer center.

North Central Association of Colleges and Schools
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159 N. Dearborn. Chicago IL 60601 312/263-0456: 800/621-7440

Basic Institutional Data Form D

PART 3 - INSTITUTIONAL INDEBTEDNESS

Name of institution/campus reported: New Mexico State University at Carlsbad

Amount of indebtedness at the end of each of the last three fiscal years. Exclude annuity contracts for which the instit maintains an adequate reserve. Exclude short-term debt incurred in anticipation of accrued income which permits liquic of the debt within the subsequent financial year. (Indicate indebtedness which is self-liquidating.)

TOTAL AMOUNT OF DEBT TO OUTSIDE PARTIES	Second FY Prior 19 91 - 92	First FY Prior 19 92 - 93	Last Complete 19 93 - 9
For Capital Outlay	-0-	-0-	-0-
For Operations	-0-	-0-	-0-

Basic Institutional Data Form D

PART 4 - SUMMARY OF MAJOR CASH FLOWS

	Last Completed Fiscal Year	Current Fiscal Year	Planned Nex Fiscal Year
NON-RECURRING CASH OUTFLOWS			
Plant and equipment expenditures	74,357	90,000	250,000
Renovations (other than current maintenance)	-0-	44,924	50,000
Prepayment of debt (exclusive of regular current payments)	-0-	-0-	-0-
Prepayment penalties and interest related to the above	-0-	-0-	-0-
Other (such as payments for early termination of contracts. law suits. etc.)	-0-	-0-	-0-
RECURRING CASH OUTFLOWS	-0-	-0-	-0-
Leases	-0-	-0-	-0-
NON-RECURRING CASH INFLOWS (e.g., major bequests. capital fund drives. collections) (Identify)	-0-	-0-	-0-

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North Central Association of Colleges and Schools
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Basic Institutional Data Form E

LIBRARY / LEARNING RESOURCE CENTER

Report for current year and previous two years • Estimate if necessary

Name of institution/campus reported: _____

☐ Check here if you have specialized libraries and you are not including them in these data. If you are not, please iden the specialized libraries on the back of this sheet.

	Two Years Prior	One Year Prior	Summer '94 &
	19 92 - 93	1993 - 94	Fall Semester
A. USE AND SERVICE (Library Headcount:)	(27,683)	(30,944)	(15,254)
Use of collection (number of books or materials in circulation annually among students or faculty divided by the number of students enrolled or faculty (FTE)):	(Total of all items circulated divided by Stude Faculty FTE.) (6.60)	(7.55)	(7.64)
Student use of book collection	3.51	3.01	2.83
Student use of reserved books	.09	.28	.31
Student use of non-print materials (non-print media units – film strips, tapes, etc. – used annually in the library/center or checked out)	1.39	2.76	1.96
Faculty use of the collection	19.37	16.17	22.04
Use of other collections through interlibrary loan	481	534	757
Hours open per week	52	57	57
On-line/CD-ROM data base searches per typical week	74	100	143
Presentations to classes/groups per typical week	1	1	1
B. COLLECTIONS			
Number of volumes	21,409	*21,948	22,020
Volumes added during the year	500	539	72
Number of physical units of microforms (especially microfiche and microfilm)	-0-	352	370
Number of microforms added during the year	-0-	352	18
Number of titles of non-print media (i.e., films, film-loops, filmstrips, slides, video-tapes, and disc and tape recordings)	1,066	1,121	1,169
Number of titles of non-print media added to the collection during the year	55	48	-0-
Number of serials purchased (including periodicals)	207	254	255
Government documents not reported elsewhere	-0-	-0-	-0-
Number of machine-readable titles	1	7	8
Number of other (non-periodical) serial titles	-0-	-0-	-0-

*FY 94 Volume Count is from an actual count of the Shelf List.

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Basic Institutional Data Form E

LIBRARY / LEARNING RESOURCE CENTER (continued)

Name of institution/campus reported: _____

		Two Years Prior	One Year Prior	Current
		19 92 - 93	19 93 - 94	19 94
C. STAFF		1.0	1.0	1.0
Number of FTE professional staff				
Number of FTE non-professional staff (excluding students)		1.5	1.5	2.75
Number of FTE student assistants		0.6	0.75	-0-
Number of contributed services staff		-0-	-0-	-0-
D. FACILITIES				
Ratio of current library seating to total student body		1/15	1/16	1/8
Number of public service terminals		2	1	8
Estimated linear shelving space remaining for expansion		589	577	550
Estimated linear feet of materials stored off-site		-0-	-0-	-0-
E. EXPENDITURES				
Total salaries (excluding fringe benefits) of professional staff		33,138	34,464	35,842
Total salaries (excluding fringe benefits) of non-professional staff (excluding students)		28,338	31,529	48,502
Total salaries (excluding fringe benefits) of student assistants		5,739	9,116	-0-
Expenditures for local collection	Printed materials	18,510	19,526	20,500
	Serials	10,384	10,973	11,815
	Microforms	-0-	12,343	1,205
	Machine-readable materials	8,010	8,391	4,343
Expenditures for binding and preservation		-0-	34	34
Expenditures for on-site production of materials		-0-	-0-	-0-
Expenditures for off-site production of materials		-0-	-0-	-0-
Expeditures for access and other services (X box to indicate contracted services)	Resource sharing agreement ☐	-0-	-0-	-0-
	Telecommunications & networks (such as OCLC, RLIN, etc.) ☐	2,340	6,113	7,986
	On-line data base searches ☐	1,417	2,648	705
	Computing (hardware/software) ☐	1,230	3,180	17,148
Other operating expenditures (including replacement of equipment and furnishings but excluding all capital outlay)		9,611	9,630	15,878
TOTAL LIBRARY EXPENDITURES		118,717	147,947	163,958

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Basic Institutional Data Form F

COMPUTER SERVICES

Report for current year and previous two years • Estimate if necessary

Name of institution/campus reported: New Mexico State University at Carlsbad

This form has been added to the BIDs in 1989. The Commission would be interested in comments from institutions on pro
or perceived omissions and from teams on the usefulness of the information.

A. ORGANIZATION/EVALUATION	YES	NO	Last Updated
Designated administrator for computer resources	☒	☐	
Computer committee/Computer resources committee	☒	☐	
Strategic plan	☒	☐	Fall 1994
Included in institutional strategic plan	☒	☐	Fall 1994
Computer policies	☒	☐	Fall 1994
Formal system of evaluation by students	☒	☐	Fall 1994
Formal system of evaluation by faculty	☐	☒	
Disaster recovery and backup plan	☒	☐	Fall 1994

B. PRODUCTIVITY TOOLS. Attach a list of productivity tools available through the institution's computer services. Include administrative tools as central student data base, on-line registration, advisement, and counseling and such academic tools as processing, computer aided instruction, etc.

C. SHARING SERVICES. Attach a list of on-line networks and extra-institutional networks.

	Two Years Prior	One Year Prior	Current Ye
	19 92 - 93	19 93 -94	19 94 - 9
D. FACILITIES			
Number of specialty labs	4	5	6
Number of student workstations	112	136	160
Number of faculty workstations	21	23	25
Number of administrative workstations	15	18	20
Number of dedicated workstations	15	15	15
E. STAFF (anyone whose primary responsibility is related to institutional computing services)			
Computer center staff			
Administrative staff			
Support staff			
Other staff			
F. FINANCES/BUDGET			
Operating budget	14,512	18,132	12,000
Capital funds available			
Grants/restricted purpose funds available			
Salaries	17,247	26,602	37,027
Hardware estimate	40,000	50,000	60,000
Software estimate	5,000	5,000	20,000

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Productivity Software on the Academic Network

Description
ASP Statistical Package
Checkit
Corel DRAW
dBase III
Derive
Foxpro v2.2
Harvard Graphics
Lotus 1-2-3 for Windows v5
Lotus 1-2-3 for Windows v4
Lotus 1-2-3 v 3.4
Lotus 1-2-3 v 2.4
MS-DOS v6.20
Norton Utilities
Novell v3.11
Novell v2.15
Print Shop
Quick C
Quick BASIC
SCO UNIX
SCO C++
SPSS
Turbo Pascal
Windows v3.11
Wordperfect 5.1
Wordperfect 6.0
Wordperfect 6.0 for Windows
Wordperfect 5.2 for Windows
Wordperfect Presentation

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Basic Institutional Data Form G

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years

Name of institution/campus reported: NMSU-Carlsbad

Certificates, diplomas and degrees offered by the institution: curricula or areas of concentration leading to each cer diploma and/or degree: number of students graduates in the past two years, and number preparing to graduate th Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or mor years, please so indicate. The report form may be copied if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current yea		
		19 92 - 93	19 93 - 94	19 94 -
E.g., Bachelor of Arts	History	35	31	37
Assoc. of Applied Sci.	Computer Info. Systems	2	1	0
Assoc. of Applied Sci.	Electronics Technology	3	9	9
Assoc. of Applied Sci.	Radioactive & Hazardous Materials Technology	11	9	4
Assoc. of Applied Sci.	Environmental Sci. & Tech.	0	0	2
Assoc. of Applied Sci.	Welding Technology	1	1	1
Associate of Arts	---	13	14	19
Associate Degree	Criminal Justice	6	3	4
Associate Degree	Nursing	30	31	28
Associate Degree	Pre-Business	11	6	9
Associate Degree	Secretarial Administration	9	9	10
Associate Degree	Undesignated	12	9	12
Certificate	Accounting	0	1	
Certificate	Banking	1	0	
Certificate	Data Processing/Programming	0	0	
Certificate	Licensed Practical Nursing	11	17	
Certificate	Microcomputer Applications	0	0	
Certificate	Paralegal	1	8	2
Certificate	Secretarial Admin.	1	9	6
Certificate	Welding	1	6	

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